

Term Information

Effective Term Autumn 2019
[Previous Value](#) Autumn 2016

Course Change Information

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

Change the name and description of the course and offering it as a philosophy course without cross-listing or co-teaching it.

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

The course was team-taught with a faculty member from NELC who has since departed the university. Since there is no one available to team-teach the course from that department, Philosophy is requesting that the course be re-named and offered only through Philosophy, and that the cross-listing with NELC, and the mention of it being team-taught with faculty in Hebrew be removed.

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)?

The change should have no programmatic implications.

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	3120
Course Title	Engaging Time: Philosophical Dimensions of Temporality
Previous Value	Engaging Time: Philosophical and Rabbinic Dimensions of Temporality
Transcript Abbreviation	Engaging Time
Course Description	This course introduces time through western philosophy. Topics include: how do we measure time; is time real or is it the result of subjective perception; how do perceptions of time affect one's religious life; does God know the future, and if so, are human beings free.
Previous Value	This course introduces time through western philosophy and classical Jewish law, understood within its Near Eastern contexts. Topics include: how do we measure time; is time real or is it the result of subjective perception; how do perceptions of time affect one's religious life; does God know the future, and if so, are human beings free. Team-taught with faculty in Hebrew.
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	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for Hebrew 3120.
Electronically Enforced	No

Cross-Listings

Cross-Listings	
<i>Previous Value</i>	<i>Cross-listed in Hebrew.</i>

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students evaluate the phenomenon of time in a variety of cultural expressions, in order to gain greater capacities for aesthetic and historical response and judgment, and greater skills in interpretation and evaluation of legal and theoretical texts.
<i>Previous Value</i>	<ul style="list-style-type: none">• <i>Students evaluate the phenomenon of time in a variety of cultural expressions, in order to gain greater capacities for aesthetic and historical response and judgment, and greater skills in interpretation and evaluation of legal and theoretical texts</i>
Content Topic List	<ul style="list-style-type: none">• Passage of time• Calendrical measures• Time and eternity• Determinism• Time and free will
Sought Concurrence	No

COURSE CHANGE REQUEST
3120 - Status: PENDING

Last Updated: Heysel, Garrett Robert
11/17/2018

Attachments

- syllabus 2018 NEW Phil 3120.docx: New Syllabus
(Syllabus. Owner: O'Keeffe, Susan B)
- syllabus 2018 OLD Phil 3120Heb 3120.docx: Old Syllabus
(Syllabus. Owner: O'Keeffe, Susan B)
- Assessment Plan (new) for GE Cultures and Ideas.docx: New Assessment Plan
(GEC Course Assessment Plan. Owner: O'Keeffe, Susan B)

Comments

- NELC is in the process of dropping their version of this course.
Corrected a spelling error under the course goals or learning objectives section (no change to content) . *(by O'Keeffe, Susan B on 11/14/2018 02:43 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keeffe, Susan B	11/14/2018 02:44 PM	Submitted for Approval
Approved	Jorati, Julia	11/14/2018 02:59 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/17/2018 08:26 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	11/17/2018 08:26 PM	ASCCAO Approval

PHILOSOPHY 3120:**Engaging Time: Philosophical Dimensions of Temporality**

Spring 2020: TBA

Dr. Tamar Rudavsky.1 (UH 350A)

OFFICE PHONE: (614) 292-7914

OFFICE HOURS: TBA

COURSE DESCRIPTION:

Time is a familiar yet slippery concept. For thousands of years western philosophical thinkers have attempted to explain and characterize how time shapes peoples' thinking and their experiences as individuals and communities. From Plato to Husserl, philosophers have grappled with what time is. This course introduces the philosophical dimensions of time and temporality. Some of the issues addressed in the course include: how do we measure time; is time real, or is it the result of our subjective perception; is there an ontological difference between past and future – does it make sense to talk about travelling back to the past or forward to the future; does God know the future, and if so, are human beings free to refrain from activities that God 'knows' they will do?

Students will further expand their investigations of time through exposure to a variety of philosophical schools ranging from ancient Greek, medieval, and contemporary thinkers. By the end of the semester students will have a wealth of language and imagery to describe their own understandings of temporality.

COURSE OBJECTIVES:

Students evaluate the phenomenon of time in a variety of cultural expressions, in order to gain greater capacities for aesthetic and historical response and judgment, and greater skills in interpretation and evaluation of philosophical texts.

GE CULTURE AND IDEAS 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 that guide human behavior.

HOW THE COURSE WILL SATISFY THE EXPECTED LEARNING OUTCOMES OF GE CULTURES AND IDEAS:

1. Students will read and respond to texts primarily drawn from the western philosophical tradition, demonstrating facility in textual analysis and interpretation.
2. Students will be able to explain how the ideas they study affect one another, differ from one another and contribute to ancient and contemporary cultures, perceptions of reality through temporality, and norms including law and ethics which guide human behavior.

TEACHING METHOD: Lecture and Discussion; occasional media

REQUIRED TEXTS:

Aristotle, *Physics* (any edition)

Augustine *Confessions* (any edition)

The Philosophy of Time ed LePoidevin & MacBeath (Oxford 2009)

Time, eds. Levenson and Westphal (Hackett 1993)

Hawking, S. *The Nature of Time*.

Rudavsky, T.M. *Time Matters: Time, Creation and Cosmology in Medieval Jewish Philosophy* (SUNY 2003)

COURSE REQUIREMENTS:

Students must 1) complete assignments for each class including readings (30-40 pages per class), have thought about the readings and summarized them in note form for themselves and be prepared to discuss them in class; 2) participate actively and thoughtfully in class; 3) attend class regularly - more than two unexcused absences will result in a reduced final grade, see details below; 4) complete all scheduled examinations.

ASSIGNMENTS AND ASSESSMENT:

Students will have a midterm and final examination, as well as discussion prompts throughout the semester.

Examinations

1. Midterm examination will take place during class time, in the classroom, it will be one hour and twenty minutes long. It will include both short answer and essay questions. Students must bring bluebooks. Date of examination: **TBA**. Midterm examination covers material from lectures and readings in the first half of the semester.
2. Final Examination will take place in the classroom on the date assigned by the college, **TBA**. It will include both short answer and essay questions. Final examination covers material found in lectures and readings from the midterm through the end of the semester.

Oral Presentations (More info TBA)

GRADING:

Midterm Examination: 30%

Final Examination: 30%

Quizzes/Discussion prompts: 35%

In-class participation 5%

Total 100%

GRADING SCALE is OSU Standard Grade Scheme:

93 - 100 (A)

90 - 92.9 (A-)
87 - 89.9 (B+)
83 - 86.9 (B)
80 - 82.9 (B-)
77 - 79.9 (C+)
73 - 76.9 (C)
70 - 72.9 (C-)
67 - 69.9 (D+)
60 - 66.9 (D)
Below 60 (E)

ATTENDANCE: Attendance at lectures and discussion sections is mandatory. More than two unexcused absences will result in a percentage point deducted from the final grade for each absence. It is the student's responsibility to find out from their classmates about what was missed due to an absence. Please take the name, phone number and email of two fellow students.

STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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/>)

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292-3322.

COURSE SCHEDULE

Readings should be completed prior to class meeting

University calendar: <http://registrar.osu.edu/staff/bigcalsem.asp>

WEEKLY READINGS AND DISCUSSIONS

I. TIME and BEGINNINGS:

WEEK 1. In The beginning – does Time have a beginning?

1. *Introducing the Course*

No Readings

2. *Early Notions of Time –*

Genesis 1:1-4:22; Ancient Mesopotamian Creation Myths (selections from *Enumah Elish*)

WEEK 2. Reconciling religion and science/philosophy

1. No Class, MLK!

2. Philo *On Creation* – reconciliation of biblical and ancient Greek conceptions of time

II. The Ontology of Time

WEEK 3. The Many Dimensions of Time

1&2. Lightman *Einstein's Dreams* – (selections) providing multiple ontological theories of time, many of which will be revisited throughout the semester

WEEK 4: Time and change

1. Time in the Presocratics and Plato (selections in Hackett)

2. Time in Plotinus' *Enneads* (selections in Hackett)

WEEK 5: Is time unreal?

1. Aristotle and Time (selections from the *Physics*)

2. *Augustine – The unreality of Time* (selections from the *Confessions*)

WEEK 6: Time and Idealism

1 Kant's Critique of Pure Reason and Time (in Hackett)

2. McTaggart "The Unreality of Time" (in Hackett)

III. Time, Fatalism and Free Will

WEEK 7: Is God in Time?

1.&2. *Time and Omniscience in Medieval Philosophy* (Rudavsky; PDF Selections from Aquinas; Gersonides, Ockham,)

WEEK 8: Does Fatalism rule out free will?

1&2 The logic of fatalism; readings include Aristotle, Taylor, Borges, and Nietzsche (PDF, Carmen)

WEEK 9: Review

Review and Recapitulation of Temporality So Far

Midterm Examination

WEEK 10 SPRING BREAK

IV. The Phenomenology of Time

Week 11: What is Simultaneity?

1. *Simultaneity; "Introduction" to Time: the vocabulary of the Present* Edited by Amy J. Elias and Joel Burges (Carmen);
2. *Simultaneity and Seriality: Jared Gardner, "Serial/Simultaneous"* (Carmen);

WEEK 12: The Remembrance of Time

1. selections from Husserl; Merleau-Ponty (*in Hackett*)
2. Brentano and Proust on remembering the past (Selections, PDF)

V. Time Travel

WEEK 13 Is Time travel Possible?

1. (Un)Reality of the Past/Future -- (*Film: "Back to the Future" dir. Robert Zemeckis 1985;*)
2. *"The Paradoxes of Time Travel"* David Lewis; also Borges, Ray Bradbury (PDF Carmen)

WEEK 14: Time Travel, cont.

1. Time Travel continued, "Time Travel" by Kiekeben; Sider. (PDF Carmen)
2. Davies, *How To Build a Time Machine*; and Gleich selections (PDF CARMEN)

V. Time and Endings, conclusions

WEEK 15: Time and eternity

1. Time and the End of Life
Ecclesiastes 1-3; Yehuda Amichai "A Man in His Life"; and Temkin "Is Living Longer Better?" (PDFs Carmen)
2. Revisiting -- Lightman, *Einstein's Dreams*

Final Exam **TBA**

HEBREW 3120 / PHILOSOPHY 3120:**Engaging Time: Philosophical and Rabbinic Dimensions of Temporality**

Spring 2018: M/W 12:45-2:00pm

Dr. Tamar Rudavsky.¹ (UH 350A) and Dr. Lynn Kaye.⁷³ (Hagerty 361)

OFFICE PHONE: (614) 292-7914 and (614) 688-1552

OFFICE HOURS: TMR: M 10:30-11am; W 10:00-11am;

COURSE DESCRIPTION:

Time is a familiar yet slippery concept. For thousands of years both philosophical and religious traditions have attempted to explain and characterize how time shapes peoples' thinking and their experiences as individuals and communities. This course introduces time through two traditions: western philosophy and classical Jewish law, understood within its Near Eastern contexts. Some of the issues addressed in the course include: how do we measure time; is time real, or is it the result of our subjective perception; how do perceptions of temporality affect ones religious life; is there an ontological difference between past and future – does it make sense to talk about travelling back to the past or forward to the future; does God know the future, and if so, are human beings free to refrain from activities that God 'knows' they will do?

The languages, questions and categories of these two traditions, the speculative and rabbinic, have shifted over millennia and provide two very different approaches to time. Students will further expand their investigations of time through exposure to disciplines including astronomy, health sciences, and expressive arts with a strong interest in temporality such as music and dance. The interdisciplinary nature of the course begins with a team-teaching representing two disciplines and embraces many more points of view. By the end of the semester students will have a wealth of language and imagery to describe their own understandings of temporality and to contextualize them within a range of disciplines and intellectual traditions.

COURSE OBJECTIVES:

Students evaluate the phenomenon of time in a variety of cultural expressions, in order to gain greater capacities for aesthetic and historical response and judgment, and greater skills in interpretation and evaluation of legal and theoretical texts.

GE CULTURE AND IDEAS 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 that guide human behavior.

HOW THE COURSE WILL SATISFY THE EXPECTED LEARNING OUTCOMES OF GE CULTURES AND IDEAS:

1. Students will read and respond to texts primarily drawn from two intellectual traditions (Philosophical and Hebrew/Jewish legal), demonstrating facility in textual analysis and interpretation.
2. Students will be able to explain how the ideas they study affect one another, differ from one another and contribute to ancient and contemporary cultures, perceptions of reality through temporality, and norms including law and ethics which guide human behavior.

TEACHING METHOD: Lecture and Discussion; occasional media

REQUIRED TEXTS:

1. *Time* (Hackett Readings in Philosophy) ed. by Carl Levenson and Jonathan Westphal
 2. *Einstein's Dreams* by Alan Lightman
 3. *Time Travel* Gleich, recommended as an ancillary text; PDFs will be uploaded to Carmen.
2. Many required readings will be available as pdfs on the Carmen site.
3. Video for required viewing will be accessible through the secured media library.

COURSE REQUIREMENTS:

Students must 1) complete assignments for each class including readings (30-40 pages per class), have thought about the readings and summarized them in note form for themselves and be prepared to discuss them in class; 2) participate actively and thoughtfully in class; 3) attend class regularly - more than two unexcused absences will result in a reduced final grade, see details below; 4) complete all scheduled examinations; 5) present a poster with an oral presentation in class on an independent research project about time in a different field 6) Attend the interdisciplinary time conference on April 11 at our regularly scheduled class time PLUS one other session of the time conference on either April 11 or April 12.

ASSIGNMENTS AND ASSESSMENT:

Students will have a midterm and final examination. They will each be expected to present a poster once in class (details of assignment below).

Examinations

1. Midterm examination will take place during class time, in the classroom, it will be one hour and twenty minutes long. It will include both short answer and essay questions. Students must bring bluebooks. Date of examination: **MARCH 7**. Midterm examination covers material from lectures and readings in the first half of the semester.
2. Final Examination will take place in the classroom on the date assigned by the college, **TUESDAY MAY 1, 12:00 PM-1:20 PM**. It will include both short answer and essay questions. Students must bring bluebooks. Final examination covers material found in lectures and readings from the midterm through the end of the semester.

Oral Presentations (More info TBA)

Extra Credit

In addition to the required attendance of two sessions of the interdisciplinary time conference on April 11-12 at OSU, a student may attend other sessions and write a response paper of a page for 1% of the total grade. Students may earn up to 7 % extra credit this way.

GRADING:

Midterm Examination: 30%

Final Examination: 30%

Poster presentation: 20%

Quizzes/Discussion prompts: 15%

In-class participation 5%

Total 100%

GRADING SCALE is OSU Standard Grade Scheme:

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

ATTENDANCE: Attendance at lectures and discussion sections is mandatory. More than two unexcused absences will result in a percentage point deducted from the final grade for each absence. It is the student's responsibility to find out from their classmates about what was missed due to an absence. Please take the name, phone number and email of two fellow students.

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WEEKLY READINGS AND DISCUSSIONS

I. TIME and BEGINNINGS:

WEEK 1

M 1/8 *Introducing the Course*

No Readings

W 1/10 *Introduction to the Hebrew Bible and Time in Genesis*

Genesis 1:1-4:22, with accompanying notes from the JPS Study Bible; Introduction to “Torah” and Introduction to “Genesis” from the Jewish Study Bible (Carmen); “Tanakh Synopsis” by Christine Hayes (Carmen)

WEEK 2

M 1/15 No Class, MLK!

W 1/17 – *Hebrew Creation Stories in their Ancient Near Eastern Contexts*

Excerpts from The Context of Scripture Vol 1, by William Hallo

WEEK 3.

1/22 Philo on creation

1/24 Genesis and (vs.) contemporary science. Readings by Gingerich; Schroeder; Slifkin; Hubble NOVA program (youtube).

II. The Ontology of Time – Past, Present, Future

WEEK 4

M 1/29 *Time in Presocratics, Plato and Plotinus* (selections in Hackett)

W 1/31 *The Unreality of Time in Aristotle & Augustine* (selections in Hackett)

WEEK 5

M 2/5 *Time in Midrash and Talmudic Aggada* (Storytelling)

Primary sources from Midrash and Babylonian Talmud including Guiding Questions (Carmen); Jonah Fraenkel, "Time and its Role in Aggadic Narrative" (Carmen); Required Background Reading: Lawrence Schiffman, excerpts from *From Text to Tradition* (Carmen)

W 2/7 *Time and Omniscience in Medieval Philosophy* (Selections from Aquinas; Gersonides,)

WEEK 6

M 2/12 *Backward Causation and other conceptions of Bererah*

Primary Sources from Mishnah, Tosefta and Babylonian Talmud, including Guiding Questions (Carmen); Optional reading: Eli Hirsch, "Talmudic Destiny"

W 2/14 *Time, Motion and Change*

J.M. McTaggart and Prior (in Hackett); Primary Sources from Midrashim and Palestinian Talmud including Guiding Questions (Carmen)

WEEK 7

M 2/19 Fatalism

The logic of fatalism; readings include Taylor, Borges, (PDF, Carmen)

Primary Sources from Babylonian Talmud with Guiding Questions (Carmen); Excerpt from Yaakov Elman, "Middle Persian Culture and Babylonian Sages: Accommodation and Resistance in the Shaping of Rabbinic Legal Tradition" pp. 165-176 of *The Cambridge Companion to the Talmud and Rabbinic Literature* (Carmen)

W 2/21 Time in Kant's Critique (**guest lecture**)

III. Time and the Sacred

WEEK 8

M 2/26 Sacred Time

Eliade in Hackett; article in 'new book', Arnaldo Momigliano, "Time in Ancient Historiography" (Carmen).

W 2/28 Sacred Time in Rabbinic Sources

Primary Sources on Time and the Sacred in Rabbinic Literature (Carmen)

WEEK 9

M 3/5 *Review and Recapitulation of Temporality So Far*

W 3/7 **Midterm Examination**

WEEK 10 SPRING BREAK

IV. The Phenomenology of Time

Week 11

M 3/19 *Simultaneity; "Introduction" to Time: the vocabulary of the Present* Edited by Amy J. Elias and Joel Burges (Carmen); *The Phenomenology of Time* -- selections from Husserl; Merleau-Ponty (in Hackett)

W 3/21 *Simultaneity and Seriality*
Jared Gardner, "Serial/Simultaneous" (Carmen);

WEEK 12:

M 3/26 RESEARCH/LIBRARY session

W 3/28 *Activating the Past and Memory in Rabbinic Sources*
(Selections from *Babylonian Talmud Tractate Pesahim* and *Palestinian Talmud Tractate Pesahim*)

WEEK 13

M 4/2 (Un)Reality of the Past/Future -- (Film: "Back to the Future" dir. Robert Zemeckis 1985;)

W 4/4 "The Paradoxes of Time Travel" David Lewis; also Borges, Ray Bradbury (PDF Carmen)

WEEK 14

M 4/9 poster session with students

W 4/11 and 4/12 – CONFERENCE!

V. Time and Endings, conclusions

WEEK 15

M 4/16 debrief from conference

W 4/18 Time and the End of Life
Ecclesiastes 1-3, *Psalms* 90, Yehuda Amichai "A Man in His Life" (Carmen)

W 4/23 Final Class
Lightman, *Einstein's Dreams*

Final Exam **Tuesday May 1 12pm-1.20pm**

Assessment Plan for GE Cultures and Ideas

GE Expected Learning Outcomes

	Direct Methods (assess student performance related to the expected learning outcomes)	Indirect Methods (assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exams* Analysis of Oral Presentation** Analysis of Discussion Board Post***	Opinion survey
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exams* Analysis of Oral Presentation** Analysis of Discussion Board Post***	Opinion survey

*Embedded Questions on Examinations: On each exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be rated from 1-4 or 1-3 (see charts below) and analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

GE Culture and Ideas Learning Objective:

1. Students analyze and interpret major forms of human thought, culture, and expression.

Examples of specific embedded questions: a. How did Aristotle's theory of time find its reflection in Philo's theory of creation? b. How does McTaggart's distinction between A and B series reflect Augustine's theory of the unreality of time?

(1) Basic	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts time and duration and seems unaware of different terms of temporal concepts and aspects of time.	Shows comprehension of concepts of time and duration but does not fully manage to articulate them through their own writing	Shows comprehension of concepts of time and duration and for the most part expresses their concepts clearly.	Shows comprehension of time and duration and articulates them skillfully and with originality.

GE Culture and Ideas Learning Objective:

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Examples of specific embedded questions: a. How are phenomenological theories of time replicated in literature and the arts; to what extent are we today influenced by Husserl's notions of internal time consciousness? b. How do fatalistic theories of time affect ones views on moral responsibility and freedom of choice?

(1) Basic	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts of time and how they affected social interactions	Shows comprehension of the concepts of time and includes examples in their answer.	Shows comprehension of the concepts of time, and expresses with unusual insight and clarity the ways that beliefs and ideas affect and are reflected by practices.

****Oral Presentation and ***Discussion Board Post** In the oral presentation and discussion board post, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. For each class, one student will have written a discussion board post, and a second student will create an oral presentation, ensuring a broader range of thoughtful contributions to the class discussion. These two assignments respond to the same prompt. Elements that reprise the two GE expected learning outcomes have been written into the instructions for the oral presentation.

Excerpt from instructions for oral presentation/discussion board post:

“Summarize the main arguments of the reading. Explain to the class the logical steps taken by the writer in the piece. Highlight aspects of this text that reflect a distinctive contribution to the topic of time, i.e. whether it exists, what it is, and who makes it. If possible, make a comparison between the ideas in this reading and at least one other text or author who has been encountered in class, or in a cultural production you have engaged with outside of class.”

The same assessment tables will be used for GE Learning Outcomes in the exam embedded questions and for the oral presentations and discussion board posts.

Opinion SurveyAt the end of the semester, each student will be asked to fill out an opinion survey. The survey contains specific questions asking to what extent each student has achieved the two GE expected learning outcomes in this course.

Questions from Opinion Survey:

1. Students analyze and interpret major forms of human thought, culture, and expression.

a. Did you analyze and interpret texts in this course that you consider to be expressions of human thought and culture?
b. Please give an example of an idea which you gained from this analysis and interpretation.

c. Please name a text, whether written, oral, artistic or another form of cultural expression, which you felt came close to your own experience or conception of time, and explain why you chose it.

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

a. Did the class convey to you that beliefs about time are not merely intellectual but also connect with experiences and physical activities beyond contemplation?

Level of student achievement expected:

On exams, success means that students will answer 75% of the embedded GE questions correctly. For the discussion board post, a written assignment, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4--or 3) for all GE expected learning outcomes.

Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and the discussion board posts to identify problem areas and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine

whether student perception accorded with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of- semester analyses in one of the instructor's offices so that we can gauge the effectiveness of any changes made.