

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: PHIL 1-13-16

Proposal Title: Changes to Philosophy Major and Minor

Originating Department: Philosophy



TYPE OF PROPOSAL: UNDERGRADUATE x GRADUATE UNDERGRADUATE & GRADUATE
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
1/13/16	4/13/16	2/8/16	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Shannon Sullivan
		2/25/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Carol Leeman
		3-18-16	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Elizabeth Stearns
		3-18-16	Approved	<u>COLLEGE DEAN</u> [print name here:] Shawn Combs
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:] N/A
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:] N/A
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

University of North Carolina at Charlotte
Revised; Undergraduate
Course and Curriculum Proposal from Philosophy Department

“Changes to the Philosophy Major and Minor”

A. PROPOSAL SUMMARY.

The Philosophy Department proposes to modify its major and minor to improve their quality and to attract more students to the major. The changes to the major are the driving force to the proposal; changes to the minor mirror those changes so that the two are in sync. The central core of the major and minor, structured around four key areas (Ethics/Aesthetics; Knowledge/Language; Identity/Society; and History/Genealogy), remains unchanged.

More specifically, we propose to:

- Provide additional “gateways” into the philosophy major and philosophy minor at the introductory level by adding to the number of intro level classes offered. In addition to PHIL 2101 Introduction to Philosophy and PHIL 2102 (W) Introduction to Philosophy (which will still be offered, especially PHIL 2102, but with slightly fewer sections), students may take one of the following new courses as their required introductory course: PHIL 1001 Philosophy of Death and Dying or Phil 1002 Philosophy of Sex and Love.
- Require PHIL 1105 (W) Critical Thinking, instead of PHIL 2105 Deductive Logic, for philosophy majors and minors. Currently PHIL 1105 is an elective that has no way to count toward the 33 credits of the major. As a result, very few majors take the course.
- Require PHIL 3620 (W, O) Senior Seminar for philosophy majors (only; not minors). Currently this course is an elective that has no way to count toward the 33 credits of the major. As a result, very few majors take the course.
- Slightly restructure the major so that all philosophy courses can count toward the major (as mentioned above) and so that students have greater freedom within the major to choose to do an internship or honors thesis. Currently very few philosophy majors opt to do honors or internships because credits for those courses fall outside the 33 required hours for the major.
- Slightly restructure elective options in the minor so that all philosophy courses can count toward it and that students have more room to choose their elective courses. This will make movement between the minor and major seamless (penalty-free, so to speak) if a student chooses to make that switch.
- Eliminate the additional foreign language requirement beyond what is required by CLAS.

- Renumber PHIL 2101 and PHIL 2102 to indicate that they are introductory courses comparable to the new courses. PHIL 2101 would become PHIL 1101 and PHIL 2102 would become PHIL 1102.

Below are outlines of the newly structured philosophy major and minor, summarizing the changes and showing the parallel structure of the revised major and minor:

THE PHILOSOPHY MAJOR

33 credits:

Required courses (9 credits):

- Choice of one intro level class: PHIL 1001, PHIL 1002, PHIL 1101, PHIL 1102 (W).
- Phil 1105 (W)
- Senior Seminar (W, O). Prerequisites (18 hours): one intro-level class (PHIL 1001, 1002, 1101, or 1102), PHIL 1105, and any 12 additional credits in philosophy as outlined below.

Additional courses (24 credits) at the 3000 or 4000 level (plus PHIL 2105):

- One three-credit course minimum from each of the following four categories (12 credits total): Ethics/Aesthetics, History/Genealogy, Knowledge/Language, Identity/Society. There are no required courses within these categories.
- The other 12 credits may be from any combination of the four categories and/or include courses from the following list:
 - PHIL 2105 Deductive Logic
 - PHIL 3791 Honors
 - PHIL 3650 Internship
 - PHIL 3610 Independent Study

THE PHILOSOPHY MINOR

18 Credits:

Required courses (6 credits):

- Choice of one intro level class: PHIL 1001, PHIL 1002, PHIL 1101, PHIL 1102 (W).
- Phil 1105 (W)

Additional courses (12 credits) at the 3000 or 4000 level (plus PHIL 2105):

- At least 6 credits must be from a minimum of two of the following categories: Ethics/Aesthetics, History/Genealogy, Knowledge/Language, Identity/Society. There are no required courses within these categories.
- The other 6 credits may be from any combination of the four categories and/or PHIL 2105 Deductive Logic.

B. JUSTIFICATION.

There are a number of problems with the existing structure of the major that these changes will eliminate. The current problems create obstacles for our students to successfully complete the major in a timely way, and they discourage students from taking courses such as senior seminar, honors, and internships, which are important to the quality of the philosophy major.

- (1) Currently, if students take PHIL 2101 Introduction to Philosophy (rather than PHIL 2102 Intro to Philosophy (W)), they can complete the major without having taken a W course in the major. They also can complete the major without taking an “O” class in the major. (For this reason, we have not been able to assess SLO #5, which addresses the O requirement; see new SLO information below.) By requiring PHIL 3620 Senior Seminar (W, O), we eliminate this problem. We also provide all majors with a capstone class that will add to the coherence and quality of the major, as well as provide a course in which faculty can address employment readiness with all our majors. In addition to eliminating headaches for our undergraduate advisor and often the need for a student to take more than 33 credits to complete the major (when officially only 33 are required), this change complements the provost’s push to improve the university’s degree completion rate.
- (2) Currently PHIL 3791 Honors Seminar is like PHIL 3620 in that it has no way to count toward the 33 credits in the major. The structural changes we propose complement the CLAS dean’s desire to increase greater participation in honors by projects by allowing PHIL 3791 to count as an elective in the major.
- (3) In the department’s latest strategic plan, we aimed to increase the amount of engaged philosophy pursued by philosophy, and having students undertake internships contributes to that plan. Currently PHIL 3630 Internship is like PHIL 3791 and PHIL 3620 in that it has no way to count toward the 33 credits in the major. The structural changes we propose complement the department’s strategic plan and the college’s strategic plan goal of enhancing student success in the college, including employment readiness.
- (4) In the department’s latest strategic plan, we aim to increase the number of our majors to approximately 100. As of the fall 2015 census, we had 56 majors, and that number jumped to 70 majors as of the spring 2016 census. There are a number of efforts that contributed to this increase, but we believe that one of them is a large lecture class (currently capped at 80 students) on Philosophy of Love and Sex that we have offered in spring 2015 and spring 2016. (See below for more information on the course.) We aim to attract more majors by offering this course every spring and Philosophy of Death and Dying every fall. By creating these two new courses—PHIL 1001 and PHIL 1002—and ensuring that they count toward the major, the structural changes we propose complement the department’s and the CLAS dean’s goal of increasing the number of undergraduate philosophy majors.
- (5) For philosophical and pedagogical reasons, we believe that our Critical Thinking class (either PHIL 1105 (W) or PHIL 1106) provides better critical thinking training for undergraduate majors than does the more advanced PHIL 2105 Deductive Logic

class. We thus propose requiring PHIL 1105 or 1106 instead of PHIL 2105. PHIL 2105 may still count toward the 33 required credits for the major as an elective course, for those students who wish to study logic in a more in-depth way and/or take PHIL 2105 as their General Education quantitative course.

- (6) Having a foreign language requirement beyond what is required by the college confuses many of our majors and interferes with their timely graduation. Close to half of our majors are double majors, and they often think they have satisfied the foreign language requirement when they have satisfied it for the other major. Even though we advise our majors about this extra requirement, it is confusing for them and it often trips them up close to graduation. The extra foreign language would be important for students continuing to PhD programs in philosophy, but because most of our majors do not, the extra foreign language requirement is an unnecessary obstacle, which the department would like to eliminate. Through advising, we can strongly encourage students who want to pursue a PhD to take additional foreign language classes, but there is no need to require this of all majors.

Course Numbering:

PHIL 1001 and PHIL 1002 are introductory; their numbering appropriately signals that these courses can be taken by students who have no previous exposure to philosophy. Because they are comparable introductory courses to PHIL 2101 and PHIL 2102, we will change the number of PHIL 2101 and PHIL 2102 to PHIL 1101 and PHIL 1102, respectively. (No other changes will be made to the current courses PHIL 2101 and PHIL 2102.)

Previous Offerings of Philosophy of Love and Sex: This course was run in spring 2015 as a special theme tucked into a regular introductory course: PHIL 2101 Introduction to Philosophy: Love & Sex. The course fully enrolled at 75 students and received high marks on student evaluations. Because we ask incoming majors who/what influenced their choice of a philosophy major, we know that several students became majors as a result of taking this course.

C. IMPACT.

This proposal serves philosophy majors and minors. The department chair and undergraduate coordinator made this determination after examining the Gen Ed and philosophy curricula. The proposed changes will help philosophy majors in particular to progress in a timely way through the major. It will not substantially impact other courses, curricula, or departments. It could provide an introductory level course to contribute to a Medical Humanities Minor in the college (namely, PHIL 1001 Philosophy of Death and Dying), but that minor is still at very early planning stages.

PHIL 1001 will be taught every fall semester; PHIL 1002 will be taught every spring semester. They have no pre-or corequisites. Currently we project enrollments of 80 per course, but we plan to raise the enrollment limit to double that number (160) if we receive more graduate program support to provide TAs for the courses. PHIL 1001 is scheduled to be offered for the first time in fall 2016. (If that number is not yet available,

we will offer it as a special themed version of PHIL 2101.) The addition of these two courses will mean offering slightly fewer sections of PHIL 2102 (W), approximately two fewer sections per year. This will have a small impact on students outside the major looking for a W course, but because philosophy in particular is not required of them, this will not have a substantial impact. In addition, we will increase the number of PHIL 1105 Critical Thinking (W) sections offered each year, by approximately 3-4 sections per year. This will serve our majors and also provide more sections of a W course for students outside the philosophy major.

We will teach 1-2 fewer sections of PHIL 2105 Deductive Logic per year, which could have a small impact on the Ged Ed curriculum (PHIL 2105 satisfies the quantitative requirement), but we will increase the size of one or more of the sections we offer to make up most of the missing seats. In January 2016, the department chair consulted with John Smail about seats in PHIL 2105 for fall 2016 due to the slight shift of seats from PHIL 2105 to PHIL 1105. He approved the solution of running one section of PHIL 2105 as a large lecture class to help compensate for the shifted seats. Because PHIL 2105 is not a gateway course for STEM majors, offering slightly fewer seats of PHIL 2105 will not interfere with their progress in their majors.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. **PERSONNEL.** None. We have a sufficient number of existing faculty to teach the two new courses. Interested faculty include: Robin James, Phillip McReynolds, Andrea Pitts, Lisa Rasmussen, and Shannon Sullivan. We also have sufficient faculty to teach a few more sections of PHIL 1105 (W) each year.
- B. **PHYSICAL FACILITY.** None
- C. **EQUIPMENT AND SUPPLIES:** None
- D. **COMPUTER.** None
- E. **AUDIO-VISUAL.** None
- F. **OTHER RESOURCES.** None
- G. **SOURCE OF FUNDING.** NA

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** See library consultations for PHIL 1001 and PHIL 1002.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** NA
- C. **HONORS COUNCIL CONSULTATION.** NA

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT.** The philosophy department began initial, high level discussions of these changes in fall 2014. We finished those discussions in fall 2015, approving the proposed changes included here at a department meeting on October 19, 2015.

B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. **ATTACHMENTS.**

1. CONSULTATION: NA

2. COURSE OUTLINE/SYLLABUS: Included

3. PROPOSED CATALOG COPY: Included

a. For a new course or revisions to an existing course, check all the statements that apply:

This course will be cross listed with another course.

There are prerequisites for this course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?

Yes. If yes, please provide updated Academic Plan of Study in template format.

No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

The SLOs themselves will not change, but the mechanism for assessing students will be streamlined and will use the same class for each of our majors. More specifically, we will assess all majors in the required PHIL 3620 Senior Seminar, rather than assessing

them in a variety of different upper level classes toward the end of their credit hours in the major, as we currently do. We also will be able to provide better data on SLO#5, which addresses Oral Communication, since PHIL 3620 is an O-designated course. In the attached revised SLO document, only the “Methodology” section has changed in SLOs #1-#4 (highlighted in yellow). In SLO #5, the “Effectiveness Measure” section has been streamlined and the “Methodology” section has been updated (highlighted in yellow), to reflect that PHIL 3620 now is required.

No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

To the extent that the two new courses will use textbooks, both of them can adopt textbooks that are available electronically and that can be part of a textbook rental and/or buyback program. This is the case, for example, for the edited collection *Philosophy of Sex* for PHIL 1002. As currently designed, PHIL 1001 will not use textbooks, but all of its primary sources are relatively inexpensive books that typically are part of buyback book programs.

No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Department of Philosophy
BA Degree: 120 hours
College of Liberal Arts and Sciences
philosophy.uncc.edu
Academic Plan of Study

Program Summary:

- Declaring the Major: Minimum GPA of 2.0 for current and returning students, or upon SOAR advising for incoming students; no pre-requisite courses; add/change of major form accepted year-round; orientation/advising session required in order to declare
- Advising (major): Required in order to declare the major; required at least once per year
- Advising (General Education): By advisors in CLAS Advising Center [and/or the Undergraduate Coordinator in philosophy.](#)
- Minimum Grades/GPA: GPA of 2.5 in the major required for graduation; only grades of C or better count toward GPA in the major [and toward fulfillment of the required hours for the philosophy major.](#)
- Teacher Licensure: No
- Night Classes Available: YES; though few and rarely, so the major cannot feasibly be completed by taking only night courses
- Weekend Classes Available: [No.](#)
- Other information: Double majors encouraged; interdisciplinary work encouraged; Departmental Honors; *Phi Sigma Tau* National Honor Society; active undergraduate Philosophy Club
- Contact Person: Dr. Mark Sanders, Undergraduate Coordinator, Winingham 112A, msander2@uncc.edu

Program Requirements:

The Philosophy major, a *relatively flexible* curriculum leading to a B.A. degree, consists of a minimum of 33 semester hours in philosophy. At least 18 credit hours in the major must be earned at UNC Charlotte with a grade of C or better, with no more than [nine](#) hours below the 3000 level counting toward the major. A GPA of 2.5 is required for all philosophy courses applied to the major.

Credit Hours

Philosophy	33 hours	PHIL 2105, an elective course in the major , will count towards General Education requirement for Mathematics and Logical Reasoning.
General Education*	39-44 hours	Philosophy majors may use PHIL 1105, PHIL 1102 , PHIL 3239 , PHIL 3240 , and PHIL 3620 to satisfy their Writing in the Discipline requirements; they may also use PHIL 3239 , PHIL 3240 , and PHIL 3620 to satisfy their Oral Communication requirement.
Electives	35-51	As needed to complete 120 hours total. Courses that would satisfy a second major are strongly encouraged.

* The standard General Education requirements consist of 39-44 credit hours. However, the PHIL 2105 course, [if taken as part of the philosophy](#), the major, will also fulfill the Gen Ed requirement for Mathematics and Logical Reasoning. This [would reduce the number of required Gen Ed hours to 36-41.](#)

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Major in Philosophy:

Suggested Plan of Study

	<i>Philosophy</i>	<i>General Education and Foreign Language</i>	<i>Electives</i>
<i>Freshman</i>	<ul style="list-style-type: none"> *PHIL 1105 (W) * One of: PHIL 1101, PHIL 1102 (W), PHIL 1001, PHIL 1002 	<ul style="list-style-type: none"> ENGL 1101 (fall) ENGL 1102 (spring) MATH 1xxx LBST 110X LBST 2101 or 2102 Foreign Language (Fall) Foreign Language (Spring) 	3 hours. Consider exploratory courses for second major/minor
<i>Sophomore</i>	<ul style="list-style-type: none"> PHIL Ethics/Aesthetics Elective PHIL Knowledge/Language Elective PHIL History/Genealogy Elective 	<ul style="list-style-type: none"> LBST 2211 (PHIL): Ethical Issues in Technology LBST 2101 or 2102 Science w/ or w/o Lab 	12 hours. Consider exploratory courses for a second major/minor
<i>Junior</i>	<ul style="list-style-type: none"> PHIL Identity/Society Elective PHIL Elective (any PHIL 3000 or 4000 level course, or PHIL 2105) PHIL Elective (any PHIL 3000 or 4000 level course, or PHIL 2105) 	<ul style="list-style-type: none"> Science w/ or w/o Lab Social Science 	15 hours
<i>Senior</i>	<ul style="list-style-type: none"> *PHIL 3620 (W) (O) PHIL Elective (any PHIL 3000 or 4000 level course, or PHIL 2105) PHIL Elective (any PHIL 3000 or 4000 level course, or PHIL 2105) 		21 hours as needed to: complete 120 hours; and/or complete second major; and/or take more Philosophy electives of interest

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NOTES:

*Indicates a required course for Philosophy Major
(W) Satisfies a General Education, Writing in the Major requirement
(O) Satisfies a General Education, Oral Communication requirement

- Many courses in the Philosophy curriculum satisfy Minor requirements in other programs. For more information, see your advisor.

Advising Resources:

- Your assigned Philosophy Advisor is the source for information on Philosophy requirements and development
- www.gened.uncc.edu is the definitive source for General Education requirements for ALL students
- www.advising.uncc.edu is the central university source of information on advising
- <http://www.provost.uncc.edu/Catalogs/> is the official Undergraduate Catalog
- <http://www.clas.uncc.edu/aacoas/> is the advising web page for the College of Liberal Arts and Sciences
- www.advisingcenter.uncc.edu is the web page for the University Advising Center

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PHIL 3010* (Fall)
PHIL 3810* (Fall)
PHIL 3020* (Spring)

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PHIL Ethics/Aesthetics Elective
PHIL Knowledge/Language Elective

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PHIL 1001 – Philosophy of Death and Dying

Credit Hours: (3)

Introduces students to the field of philosophy via the theme of death and dying. Examines the meaning(s) of death and dying and how one's attitude toward death could be connected to living a good life. Includes both historical (e.g., Plato, Tolstoy, Camus, and Beauvoir) and contemporary perspectives in bioethics on death and dying. Topics in bioethics may include: euthanasia, physician assisted suicide, brain death, and end-of-life care such as hospice and palliative care.

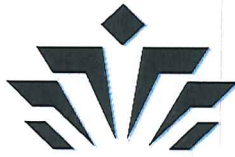
Most Recently Offered (Day):

PHIL 1002 – Philosophy of Love and Sex

Credit Hours: (3)

Introduces students to the field of philosophy via the topic of love and sex. Includes both historical (e.g., Plato, Augustine and Freud) and contemporary perspectives on love and sex. Topics may include: monogamy, homosexuality, bisexuality, intersexuality, sexual perversion and normality, masturbation, rape, prostitution, gay marriage, and pornography.

Most Recently Offered (Day):



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Shannon Sullivan
From: Donna Gunter
Date: 12 Jan 2016
Subject: Proposed course PHIL 1001 Philosophy of Death & Dying

Summary of Librarian's Evaluation of Holdings:

Evaluator: Donna J. Gunter **Date:** 12 Jan 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Regarding the addition of the introductory course, PHIL 1101, Philosophy of Death and Dying, to the curriculum, the library's holdings are adequate to support students' limited research needs for this content.

Donna Gunter

Evaluator's Signature



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Shannon Sullivan
From: Donna Gunter
Date: 12 Jan 2016
Subject: Proposed course PHIL 1002 Philosophy of Love & Sex

Summary of Librarian's Evaluation of Holdings:

Evaluator: Donna J. Gunter Date: 12 Jan 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Regarding the addition of the introductory course, PHIL 1002, Philosophy of Love and Sex, to the curriculum, the library's holdings are adequate to support students' limited research needs for this content.

Donna Gunter

Evaluator's Signature

PHIL 1001
Philosophy of Death and Dying
MWF 11-11:50am

MW lecture: LOCATION
Friday discussion sections:

Professor:

Office hours:
Office:
Office phone:
Phil dept phone:
Email address:

Teaching Assts:

Office:
Email address:

DESCRIPTION OF THE COURSE

What does death mean, and how might death and our comportment toward it be intimately connected to living a good life? This course will provide an introduction to philosophy by means of the theme of death and dying. We will begin with Plato's account of Socrates' death sentence and examine why Socrates refused to escape from jail to evade his sentence. We'll then read Leo Tolstoy's short story "The Death of Ivan Ilych" to examine how avoiding the fact of human mortality can produce something like death-in-life. Next, we'll read Albert Camus' novel *The Plague* to examine the different ways that human beings tend to respond to plagues, including both deadly physical diseases and genocidal political "plagues" such as the Nazi Holocaust. Finally, we'll read Simone de Beauvoir's account of her mother's hospitalization and death from cancer (ironically titled *A Very Easy Death*) as a segue to contemporary issues in medical and bioethics, such as euthanasia, physician assisted suicide, brain death, and end-of-life care such as hospice and palliative care.

CLASS REQUIREMENTS AND EVALUATION DEVICES

Because of the relatively large size of Monday and Wednesday classes, I primarily will lecture on those days. I will, however, break up the lecture with informal discussion as often as possible, and I encourage students to ask questions at any point in the lecture. Students will have fuller opportunities to discuss the material on Fridays.

Some classes will include unannounced quizzes on the day's reading. Your quiz grades will be averaged into an overall quiz grade. **Please note that missed quizzes cannot be made up, even if you show up late or leave early on the day of a quiz.** To be excused from a missed quiz because

of a university approved absence (such as an illness, university related and approved travel, or religious holiday), contact the instructor. **You are expected to notify your instructor of an approved absence in advance, when possible, and within 24 hours after the absence, if not.** Failure to do so could result in your not being excused from the missed quiz.

Your final grade will be composed of grades the assignments listed below. More information on the assignments will be provided in class throughout the semester. Your final grade in the class will be calculated as follows:

Short Essay	= 15%
Midterm Exam	= 20%
Argumentative Essay	= 20% (5% draft + 15% final copy)
Comprehensive Final Exam	= 25%
Quiz Grade (averaged)	= 10%
Friday participation grade	= 10%
	<u>100%</u>

The grading scale is as follows:

GRADING SCALE	OTHER GRADE INFO
A = 90-100	Missed assignments will receive a 0 (F).
B = 80-89	
C = 70-79	
D = 60-69	
F = 0-59	

An "A" indicates that you not only understand and comprehend the material and/or issues, but that you have thought critically about them, fully fleshing out the subtleties and implications of and objections to various positions on the issues so that you can creatively address the material/issues at many levels. A "B" indicates an above-average understanding of the material and issues without any major errors; however, "B" work doesn't capture all the complexity of the issues and tends more to just accurately "spit back" what has been read or said in class. A "C" indicates a struggle with the material and/or issues that manages a basic comprehension of them but that is flawed by some significant misunderstandings or errors or that offers only a cursory summary of the material. A "D" indicates only a rudimentary comprehension of part of the material and its issues with most of the material/issues being misunderstood. An "F" indicates no understanding of the material or its issues, or a failure to show up for (or turn in) the assignment.

A strong student will have done the day's reading and be well prepared with questions and comments on the material. **Don't be afraid to ask questions in lecture classes or discussion sections, including what may seem to you to be "stupid" questions. Others in the class are probably confused about the very same thing you are!**

REQUIRED MATERIALS

Plato, *The Trial and Death of Socrates* (Euthyphro, Apology, Crito)

Tolstoy, *The Death of Ivan Ilych and Other Stories*

Camus, *The Plague*

Beauvoir, *A Very Easy Death*

Assorted essays available on Moodle on:

- Active versus passive euthanasia
- Physician assisted suicide
- Defining death, especially as brain death
- Hospice and palliative care

ACADEMIC HONESTY

You are expected to comply with UNC Charlotte's Code of Student Academic Integrity (<http://legal.uncc.edu/policies/up-407>). Please pay particular attention to the sections of the code on plagiarism, cheating, and complicity in academic dishonesty. **Students in this class who violate this code may be failed in the course.**

DISABILITY ACCOMODATIONS

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

DATE READINGS

To Be Determined

Phil 1002
PHILOSOPHY OF LOVE AND SEX
MWF 11-11:50am

MW lecture: LOCATION
Friday discussion sections:

Professor:

Office hours:

Office:

Office phone:

Phil dept phone:

Email address:

Teaching Assts:

Office:

Email address:

DESCRIPTION OF THE COURSE

This course will introduce students to the field of philosophy via the topic of love and sex. Generally speaking, philosophy is characterized by the love of questioning, which asks questions not to reach safe, pat answers but to unsettle sedimented ideas about the world and our lives. Studying the philosophy of love and sex means that we will explore and possibly unsettle many cultural and personal beliefs about human sexuality. We will do so by examining both historical (Plato, Augustine and Freud) and contemporary perspectives on love and sex.

Focusing on Western theories of love and sex, we will discuss topics such as: monogamy, homosexuality, bisexuality, intersexuality, sexual perversion and normality, masturbation, rape, prostitution, gay marriage, and pornography. The questions that will guide our work over the semester include:

- How are love and sex related to matters of knowledge, beauty, and wisdom?
- How have our ideas about love and sex changed from the beginning of Western history? How have they remained similar?
- Why have we found it important to distinguish between normal and perverse sexual behavior? Is there such a thing as normal sexual development? What might the result be if we blurred the line between normal and perverse sexuality?
- Does it matter if sex takes place without love? Is using people sexually and/or having casual sex (sex without a long term commitment) morally problematic?
- Recall that North Carolina is one of the states that recently (fall 2014) legalized same-sex marriage. Is the right to marry something that gay and lesbian people should desire? Should anyone desire marriage, for that matter?
- Is there a difference between erotic visual material and pornography? Is pornography inevitably degrading and thus harmful to particular groups of people, such as women?

CLASS REQUIREMENTS AND EVALUATION DEVICES

Because of the relatively large size of Monday and Wednesday classes, I primarily will lecture on those days. I will, however, break up the lecture with informal discussion as often as possible, and I encourage students to ask questions at any point in the lecture. Students will have fuller opportunities to discuss the material on Fridays.

Some classes will include unannounced quizzes on the day's reading. Your quiz grades will be averaged into an overall quiz grade. **Please note that missed quizzes cannot be made up, even if you show up late or leave early on the day of a quiz.** To be excused from a missed quiz because of a university approved absence (such as an illness, university related and approved travel, or religious holiday), contact Dr. Sullivan. **You are expected to notify her of an approved absence in advance, when possible, and within 24 hours after the absence, if not.** Failure to do so could result in your not being excused from the missed quiz.

Your final grade will be composed of grades the assignments listed below. More information on the assignments will be provided in class throughout the semester. Your final grade in the class will be calculated as follows:

Short Essay	= 15%
Midterm Exam	= 20%
Argumentative Essay	= 20% (5% draft + 15% final copy)
Comprehensive Final Exam	= 25%
Quiz Grade (averaged)	= 10%
Friday participation grade	= 10%
	100%

The grading scale is as follows:

GRADING SCALE	OTHER GRADE INFO
A = 90-100	Missed assignments will receive a 0 (F).
B = 80-89	
C = 70-79	
D = 60-69	
F = 0-59	

An "A" indicates that you not only understand and comprehend the material and/or issues, but that you have thought critically about them, fully fleshing out the subtleties and implications of and objections to various positions on the issues so that you can creatively address the material/issues at many levels. A "B" indicates an above-average understanding of the material and issues without any major errors; however, "B" work doesn't capture all the complexity of the issues and tends more to just accurately "spit back" what has been read or said in class. A "C" indicates a struggle with the material and/or issues that manages a basic comprehension of them but that is flawed by some significant misunderstandings or errors or that offers only a cursory summary of the material. A "D" indicates only a rudimentary comprehension of part of the material and its issues with most of the material/issues being misunderstood. An "F" indicates no understanding of the material or its issues, or a failure to show up for (or turn in) the assignment.

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REQUIRED MATERIALS

- * Plato, *Symposium* (Hackett, 1989; ISBN 978-0-87220-076-0)
- * Freud, *Three Essays on Sexuality* (Basic Books, 2000: ISBN 978-0465097081)
- * Power, Halwani, and Soble, eds., *The Philosophy of Sex: Contemporary Readings*, Sixth Edition (Rowman & Littlefield, 2012; ISBN 978-1442216716)

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SEMESTER SCHEDULE

<u>Date:</u>	<u>Reading Assignment:</u>
Wed Jan 7	None—introduction to the course
Fri Jan 9	Discussion section: metaphysical sexual pessimists vs. metaphysical sexual optimists – read p. 3 to the top of p. 6 in <i>The Philosophy of Sex</i>

The Erotic Life of Philosophy: Plato on Love and Sex

Mon Jan 12	Plato's <i>Symposium</i> , pages 1-24
Wed Jan 14	Plato's <i>Symposium</i> , pages 25-44
Fri Jan 16	Discussion section (no new reading)

- Mon Jan 19** **MLK Day – no class**
 Wed Jan 21 Plato's *Symposium*, pages 45-77
 Fri Jan 23 Discussion section (no new reading)
- Mon Jan 26 Finish Plato and transition: St. Augustine & Kant (read two brief selections, on Moodle)
short essay assignment handed out

**The "Polymorphous Perversity" of Human Sexual Life:
 Freud and the Normalization of Sexuality**

- Wed Jan 28 Essay I, "The Sexual Aberrations" in Freud's *Three Essays* (pp. 1-20)
 Fri Jan 30 Discussion section (no new reading)
- Mon Feb 2** **SHORT ESSAY ON PLATO due at the beginning of class** (no new reading)
 Wed Feb 4 Essay I, "The Sexual Aberrations" in Freud's *Three Essays* (pp. 21-38)
 Fri Feb 6 Discussion section (no new reading)
- Mon Feb 9 Essay II, "Infantile Sexuality" in Freud's *Three Essays* (pp. 39- 50)
 Wed Feb 11 Essay II, "Infantile Sexuality" in Freud's *Three Essays* (pp. 51- 64)
 Fri Feb 13 Discussion section (no new reading)
- Mon Feb 16 Selections from Essay III, "The Transformation of Puberty" in Freud's *Three Essays* (pp. 73, 85-96)
 Wed Feb 18 Freud continued (no new reading)
 Fri Feb 20 Discussion section (no new reading)
- Mon Feb 23 "Summary" in Freud's *Three Essays* (pp. 97-109)
 Wed Feb 25 Midterm Exam Review
Fri Feb 27 **MIDTERM EXAM**

March 2-7 **NO CLASS – SPRING BREAK**

- Mon Mar 9 Critical Thinking (Argumentation Skills & Fallacies) – handouts provided
 Wed Mar 11 Critical Thinking (Argumentation Skills & Fallacies) – handouts provided
 Fri Mar 13 Discussion section (no new reading)

**Sex without Love:
 Using Other People, Casual Sex, and Prostitution**

- Mon Mar 16 Mappes, "Sexual Morality and the Concept of Using Another Person" (ch 16 in *The Philosophy of Sex*)
 Wed Mar 18 Halwani, "On Fucking Around" (chapter 24 in *The Philosophy of Sex*—fyi, you can

- skip page 450 to the top of 454)
- Fri Mar 20 Discussion section (no new reading)
- Mon Mar 23 Cahill, “Why ‘Derivatization’ is Better Than ‘Objectification’” (chapter 19 in *The Philosophy of Sex*)
- Wed Mar 25 Cahill continued (no new reading)
- Fri Mar 27 Discussion section (no new reading)
- Mon Mar 30 Nussbaum, “‘Whether from Reason or Prejudice’: Taking Money for Bodily Services” (chapter 23 in *The Philosophy of Sex*)
- Wed Apr 1 Nussbaum continued (no new reading)
- Fri Apr 3 NO CLASS – SPRING WEEKEND**
- Mon Apr 6 FIRST DRAFT OF ARGUMENTATIVE ESSAY DUE** – workshop in class

Marriage: Gay and Heterosexual

- Wed Apr 8 Kurtz, “Beyond Gay Marriage: The Road to Polyamory” (chapter 9 in *The Philosophy of Sex*)
- Fri Apr 10 ARGUMENTATIVE ESSAY due at the beginning of class**
- Mon Apr 13 Calhoun, “In Defense of Same-Sex Marriage” (chapter 10 in *The Philosophy of Sex*)
- Wed Apr 15 Card, “Gay Divorce: Thoughts on the Legal Regulation of Marriage” (chapter 11 in *The Philosophy of Sex*)
- Fri Apr 17 Discussion section (no new reading)

Pornography

- Mon Apr 20 Mason-Grant, “Pornography as Embodied Practice” (chapter 28 in *The Philosophy of Sex*)
- Wed Apr 22 Power, “Cheap Thrills: A Call for More Pornography” (chapter 29 in *The Philosophy of Sex*)
- Fri Apr 24 Discussion section (no new reading) – begin reviewing for final exam

Wrap-Up

- Mon Apr 27 Review for final exam: comprehensive, with emphasis on material since midterm
- Fri May 1 FINAL EXAM – 11am-1:30pm (time & date subject to change)**

Final note: The professor reserves the right to make changes to the syllabus, including adjusting scheduled readings. Changes will be announced in class.

Philosophy, B.A.

Degree Requirements

A Major in Philosophy leading to a B.A. degree consists of a minimum of 33 credit hours in philosophy, at least 18 of which are earned at UNC Charlotte with a grade of C or above, with no more than nine hours below the 3000-level counting toward the major. **General Education Courses (37-43 credit hours)**

For details on required courses, refer to the [General Education program](#).

Foundation Courses (9 credit hours)

- * PHIL 1105 - Critical Thinking (W) (3)
- * PHIL 3620 - Senior Seminar (W, O) (3). Prerequisites: PHIL 1105; one of PHIL 1001, PHIL 1002, PHIL 2101, or PHIL 2102; and any 12 additional credits in philosophy.

Plus select one of the following (3 credits):

- PHIL 1001 - Philosophy of Death and Dying (3)
- PHIL 1002 - Philosophy of Sex and Love (3)
- PHIL 1101 - Introduction to Philosophy (3)
- PHIL 1102 - Introduction to Philosophy - Writing Intensive (3)

Major Courses (24 credit hours)

One 3-credit course minimum from each of the following four categories (12 credits total): History/Genealogy, Ethics/Aesthetics, Knowledge/Language, and Identity/Society.

The final 12 credits may be from any combination of the four categories listed above and/or include courses from the following list: Phil 2105 Deductive Logic; Phil 3610 Independent Study; PHIL 3650 Internship; PHIL 3791 Honors Thesis. For students with multiple majors only: one 3-credit, 3000 or 4000 level course from another major, as approved by the Philosophy Undergraduate Director, may be double-counted as part of the final 12 credits in the philosophy major.

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History/Genealogy Courses

- [PHIL 3010 - Ancient Philosophy \(3\)](#)
- [PHIL 3020 - Modern Philosophy \(3\)](#)
- [PHIL 3030 - Twentieth-Century Philosophy \(3\)](#)
- [PHIL 3110 - Medieval Philosophy \(3\)](#)
- [PHIL 3120 - Nineteenth-Century Philosophy \(3\)](#)
- [PHIL 3130 - American Philosophy \(3\)](#)
- [PHIL 3140 - Existentialism \(3\)](#)
- [PHIL 3170 - Major Figure in Philosophy \(3\)](#)
- [PHIL 3190 - Topics in History/Genealogy \(3\)](#)
- [PHIL 4190 - Advanced Topics in History/Genealogy \(3\)](#)

Ethics/Aesthetics Courses

- [PHIL 3210 - Ethical Theory \(3\)](#)
- [PHIL 3220 - Aesthetics \(3\)](#)
- [PHIL 3230 - Healthcare Ethics \(3\)](#)
- [PHIL 3239 - Ethics Bowl Prep \(3\)](#)
- [PHIL 3240 - Ethics Bowl \(3\)](#)
- [PHIL 3310 - IT Ethics \(3\)](#)
- [PHIL 3320 - Engineering Ethics \(3\)](#)
- [PHIL 3330 - Philosophy and Literature \(3\)](#)
- [PHIL 3340 - Business Ethics \(3\)](#)
- [PHIL 3390 - Topics and Ethics/Aesthetics \(3\)](#)
- [PHIL 4390 - Advanced Topics in Ethics/Aesthetics \(3\)](#)

Knowledge/Language Courses

- [PHIL 3410 - Knowledge and Reality \(3\)](#)
- [PHIL 3420 - Philosophy of Language \(3\)](#)
- [PHIL 3430 - Mind, Cognition, and Behavior \(3\)](#)
- [PHIL 3510 - Advanced Logic \(3\)](#)
- [PHIL 3520 - Philosophy of Science \(3\)](#)
- [PHIL 3530 - Philosophy of Religion \(3\)](#)
- [PHIL 3590 - Topics and Knowledge/Language \(3\)](#)
- [PHIL 4590 - Advanced Topics in Knowledge/Language \(3\)](#)

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Identity/Society Courses

- [PHIL 3810 - Social and Political Philosophy \(3\)](#)
- [PHIL 3820 - Feminist Philosophy \(3\)](#)
- [PHIL 3830 - Philosophy and Race \(3\)](#)
- [PHIL 3910 - Philosophy of War and Peace \(3\)](#)
- [PHIL 3920 - Philosophy of Technology \(3\)](#)
- [PHIL 3930 - Philosophy of Body \(3\)](#)
- [PHIL 3940 - Philosophy of Education \(3\)](#)
- [PHIL 3990 - Topics and Identity/Society \(3\)](#)
- [PHIL 4990 - Advanced Topics in Identity/Society \(3\)](#)

Degree Total = 120 Credit Hours

Grade Requirements

A GPA of 2.5 is required for all philosophy courses applied to the major.

Honors Program

For details about the Honors Program in Philosophy, visit the [program page](#).

Suggested Curriculum

For a suggested curriculum progression toward completing the major, please see the Academic Plan of Study available online at academics.uncc.edu.

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Foreign Language Courses (3-4 credit hours)

Students majoring in philosophy must complete either a 2000-level course in a [foreign language](#) that uses the Latin alphabet (French, German, Italian, Spanish, etc.) or a 1202-level course in a [foreign language](#) that is not written in the Latin alphabet (Greek, Hebrew, Japanese, Russian, etc.), or demonstrate proficiency at that level. Intermediate American Sign Language is also accepted. Non-native speakers of English may complete the foreign language requirement by passing [UWRT 1101](#) and [UWRT 1102](#) or the equivalent.

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Logic Courses (3 credit hours)

[PHIL 2105 - Deductive Logic](#) (3)

Note:

PHIL 1105 - Critical Thinking is not required, but strongly recommended.

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Unrestricted Elective Courses

As needed.

Philosophy, Minor

A Minor in Philosophy consists of 18 credit hours in philosophy, at least twelve of which are earned at UNC Charlotte with a grade of C or above, with no more than six hours below the 3000-level counting toward the minor.

Philosophy Minor Program Requirements

Foundation Courses (6 credit hours)

PHIL 1105 – Critical Thinking (3)

Plus select one of the following:

- PHIL 1001 – Philosophy of Death and Dying (3)
- PHIL 1002 – Philosophy of Love and Sex (3)
- PHIL 1101 - Introduction to Philosophy (3)
- PHIL 1102 - Introduction to Philosophy - Writing Intensive (3)

Additional, upper-level courses (12 credits)

- At least 6 credits must be from a minimum of two of the following categories, all of the courses in which are 3000 or 4000 level: Ethics/Aesthetics, History/Genealogy, Knowledge/Language, or Identity/Society. There are no required courses within these categories.
The other 6 credits may be from any combination of the four categories and/or include courses from the following list: Phil 2105 Deductive Logic; Phil 3610 Independent Study; PHIL 3650 Internship,

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Logic Courses (3 credit hours)

Select one of the following:

[PHIL 1105 - Critical Thinking](#) (3)

[PHIL 2105 - Deductive Logic](#) (3)

[PHIL 3510 - Advanced Logic](#) (3)

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History/Genealogy Courses (6 credit hours)

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[PHIL 3010 - Ancient Philosophy](#) (3)

[PHIL 3020 - Modern Philosophy](#) (3)

[PHIL 3030 - Twentieth-Century Philosophy](#) (3)

[PHIL 3110 - Medieval Philosophy](#) (3)

[PHIL 3120 - Nineteenth-Century Philosophy](#) (3)

[PHIL 3130 - American Philosophy](#) (3)

[PHIL 3140 - Existentialism](#) (3)

[PHIL 3170 - Major Figure in Philosophy](#) (3)

[PHIL 3190 - Topics in History/Genealogy](#) (3)

[PHIL 4190 - Advanced Topics in History/Genealogy](#) (3)

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Ethics/Aesthetics, Knowledge/Language, or Identity/Society Courses (6 credit hours)

Select two additional courses from among those listed above in the following categories:

Ethics/Aesthetics

Knowledge/Language
Identity/Society



Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: CLAS

Department: Philosophy

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: BA in Philosophy

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Ability to construct an argument. This was broken into three areas: communicating the argument clearly and thoroughly, considering objections, and offering supporting evidence. These are assessed in rubric items II.1, II.3, and I.3, respectively. (See Philosophy Writing Skill Rubric)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The Effectiveness Measure is the major paper from our upper division Philosophy courses. The Philosophy Department has chosen to use a writing rubric to evaluate student writing by philosophy majors (those within 9 hours of completing the major requirement and those who have applied for graduation in a given term) each semester in all upper-level courses in the major. Subsequently, each academic year, the scored assessments of graduated majors will be compiled.

As stated above, the learning outcome was divided into three areas: clarity and thoroughness of arguments; awareness of alternatives and objections; and use of supporting evidence.

Clarity and thoroughness of arguments (rubric item II.1) were rated as follows: the writing received a (4) if the arguments were cogent and well-reasoned with almost no substantive problems; it received a (3) if there were only minor gaps, leaps, contradictions or other problems with reasoning that do not significantly impact the overall argument; it received a (2) if there were one or more significant flaws in reasoning, or the arguments in the paper did not support its thesis; it received a (1) if it was irrecoverably flawed or had incomprehensible reasoning.

Awareness of objection and consideration of alternatives (rubric item II.3) was rated as follows: the writing received a (4) if the issues brought up in it were placed in a broader disciplinary context, showing the writer was aware of secondary literature; it received a (3) if it addressed common objections and alternatives in an adequate fashion; it received a (2) if the number of alternatives or objections addressed were either limited or addressed only superficially; it received a (1) if little or no awareness of objections or alternatives was demonstrated.

The use of supporting evidence (rubric item I.3) was rated as follows: the writing received a (4) if it was exceptionally thorough, meaning that each citation was well-suited to the point it supported and the citation was judged to be appropriately placed and concise; it received a (3) if the evidence provided in the paper was adequate but not exceptionally thorough as described above; it received a (2) if supporting evidence was generally absent, or if citations were used inordinately; it received a (1) if it lacked evidence completely or the evidence given did not support the claim made.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Each year, undergraduate majors taking the required course PHIL 3620 Senior Seminar will be assessed. An undergraduate subcommittee, which does not include the instructor for the course, will complete the assessment rubric (SLOs 1-4) for each student's term paper. The instructor will complete the assessment rubric for the student's oral work (SLO 5). The assessments will have no bearing on the students' grades on the assignments or in the course. The scored rubrics will be sent to the undergraduate subcommittee, the chair of which will file them in the Philosophy Department and will report the results to the fulltime faculty for their consideration and discussion at a faculty meeting.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

The rubric includes four levels: "exceptional" (4), "adequate" (3), "inadequate" (2), and "seriously deficient" (1). Our aim is to have at least 70% of our students average at least 2.75 out of 4 (or 69%) on each learning outcome including this one.

Student Learning Outcome 2

(knowledge, skill or ability to be assessed)

Ability to analyze an argument. This includes accurately summarizing an argument and explaining it in one's own terms rather than merely paraphrasing. For the rubric, this was broken down into two areas: originality and critical insight (rubric item II.2), and the use of summary versus the use of analysis (rubric item I.4). (See Philosophy Writing Skill Rubric)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The Effectiveness Measure is the major paper from our upper division Philosophy courses. The Philosophy Department has chosen to use a writing rubric to evaluate student writing by a selection of philosophy majors (those within 9 hours of completing the major requirement and those who have applied for graduation in a given term) each semester in all upper-level courses in the major.

As stated above, the learning outcome was divided into two categories: originality and critical insight, and the use of summary versus the use of analysis.

Originality and critical insight (rubric item II.2) were rated as follows: the writing received a (4) if it made contributions to the current literature at the level expected of a beginning graduate student; it received a (3) if it made contributions appropriate to an undergraduate level, meaning the paper included relatively original insights; it received a (2) if the views presented were primarily those of others rather than the writer's; it received a (1) if it comprised the views of others only.

The use of summary versus the use of analysis (rubric item I.4) was rated as follows: the writing received a (4) if exhibited within it was a comprehension of the text(s) and issues(s) that went beyond summarization, demonstrating strong critical analysis or interpretation; it received a (3) if there was present an interpretive framework or theme that did not reach the strength or clarity of a 4; it received a (2) if it consisted largely of summarization, lacking an original interpretive framework; it received a (1) if lacked analysis and did not demonstrate a correct or adequate summary of the issues.

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Student Learning Outcome 3

(knowledge, skill or ability to be assessed)

Comprehension of philosophical texts and issues. This includes the place of the issue in a larger context. For the purposes of the rubric, this was assessed in the following area: an accurate and thorough comprehension of the text(s) and issue(s) (rubric item I.1) and intellectual maturity and attitude (rubric item I.2). (See Philosophy Writing Skill Rubric)

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As stated above, the learning outcome assessed was broken into two areas: an accurate and thorough comprehension of the text(s) and issue(s); and intellectual maturity and attitude.

An accurate and thorough comprehension of the text(s) and issue(s) (rubric item I.1) was rated as follows: the writing received a (4) if it clearly demonstrated an awareness of the complexities and contradictions among related issues as well as clearly demonstrated the interrelationships among different ideas, and addressed all important concepts; it received a (3) if it demonstrated a largely accurate understanding of the main concepts addressed, but not as thorough or nuanced as would deserve a score of 4; it received a (2) if it demonstrated a basic understanding of the main concepts addressed but was flawed in some significant way or a series of less significant ways; it received a (1) if no understanding of the text(s) or issue(s) was demonstrated.

Intellectual maturity and attitude (rubric item I.2) was rated as follows: the writing received a (4) if it displayed a clear command of disciplinary conventions, for example, seriously considering the strengths of the views under discussion; it received a (3) if it was strong but still obviously undergraduate level work, showing some minor flaws in command of conventions or was somewhat uncharitable to opposing views; it received a (2) if it was clearly uncharitable to opposing views, demonstrated carelessness, and

required significant reworking for presentation in a public forum; it received a (1) if it was generally “unphilosophical,” ranting, dogmatic, etc., and was irreparably sloppy, unreflective, and perhaps mean-spirited.

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Student Learning Outcome 4

(knowledge, skill or ability to be assessed)

Philosophical writing ability. This includes organization, basic writing skills, definition of discipline-specific skills, and the presence of a professional tone. For the purposes of the rubric, this was divided into three areas: organization and focus; grammar and syntax; word choice and definition of terms (rubric items III.1, III.2, and III.3, respectively). (See Philosophy Writing Skill Rubric)

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As stated above, the learning outcome was broken into three areas: organization and focus; grammar, syntax and formatting; and word choice and definition of terms.

Organization and focus (rubric item III.1) was rated as follows: the writing received a (4) if it demonstrated clear unification of, integration of, and control over the component parts; it received a (3) if organization and focus was adequate, but there existed some minor problems with either or both; it received a (2) if a broad theme or topic was evident, but neither controls nor is sustained throughout the paper, ideas and points are listed but not thematized or interpreted; it received a (1) if it was incomprehensible, meaning the reader was unable to follow the paper.

Grammar and syntax (rubric item III.2) were rated as follows: the writing received a (4) if it demonstrated strong sentence structure, vocabulary, usage, syntax, formatting, etc.--all the mechanics were correct, and their nuanced usage contributed to the overall argument or analysis; it received a (3) if it demonstrated minor flaws, but was generally good, with no significant impediments to reader comprehension; it received a (2) if grammar/syntax issues impacted clarity and, therefore, reader comprehension; it received a (1) if it demonstrated a clear need for remedial work in basic mechanics of writing.

Word choice and definition of terms (rubric item III.3) were rated as follows: the writing received a (4) if it exhibited subtle, nuanced, considered use of language and an absence of unexplained jargon; it received a (3) if it demonstrated generally good use of language with some unexplained jargon or some poor word choices; it received a (2) if it exhibited use of jargon in such a way as to call into question the writer's comprehension of it, and poorly chosen words that impacted the content of the claims made in the paper; it received a (1) if it exhibited a clear misuse of jargon, demonstrating clear incomprehension on the part of the writer, and poorly chosen words that significantly impacted the content of the claims made in the paper.

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Student Learning Outcome 5

(knowledge, skill or ability to be assessed)

Oral Communication This includes many of the same skills that are assessed in the writing student learning outcomes (1-4 above) with the addition of a different set of skills: confidence during the presentation, awareness of the audience, responsiveness to questions, and the like (see III of the Philosophy Oral Skills Rubric).

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The Effectiveness measure is an oral presentation. The student learning outcomes for oral communication in the Philosophy BA Program will be assessed in Senior Seminar.

The Senior Seminar is required of all philosophy majors as a capstone course: an opportunity for students to reflect back on their studies in philosophy over the last few years, to pursue individual philosophical interests in more depth, and to study philosophical texts or issues which students have not yet had a chance to cover but that are important to a well-rounded education in philosophy (for those who will end their studies with a B. A. and those who are interested in pursuing a graduate degree in philosophy or a related field). The focus of the readings and research project will be contemporary philosophy.

A Philosophy Oral Skills Rubric, similar to the one used to assess Philosophical Writing skills, will be used to assess the oral skills student learning outcome. Each student will give an in-class, oral presentation. Students are asked to frame the main issues in the readings(s) and raise questions to start class discussion.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

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Bunton, Susan <striple4@uncc.edu>

Fwd: consultation regarding new philosophy course

1 message

Shannon Sullivan <SSullivan@uncc.edu>
To: Susan Bunton <striple4@uncc.edu>

Tue, Feb 23, 2016 at 1:36 PM

Dear Susan,
Below is the consultation regarding PHIL 1001 Philosophy of Death & Dying, which is needed to finish off proposal PHIL 1-13-16.
Best, Shannon

----- Forwarded message -----

From: **Stephanie Moller Smith** <smoller@uncc.edu>
Date: Tue, Feb 23, 2016 at 12:33 PM
Subject: Re: consultation regarding new philosophy course
To: Shannon Sullivan <SSullivan@uncc.edu>

Dear CLAS Course and Curriculum Committee,

As chair of the sociology department, I have reviewed the philosophy department's proposed course PHIL 1001 Philosophy of Death and Dying. The course does not conflict with the existing course SOCY 3267 Sociology of Death, Dying and Bereavement. I see no problems that would be created by adding PHIL 1001 to the undergraduate curriculum.

Sincerely,
Stephanie Moller

—
Chair, Department of Philosophy
Professor of Philosophy and Health Psychology
Winningham 103
UNC Charlotte
Charlotte, NC 28223