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1						PHL 100*#^	PHL 125#^	PHL 203	PHL 209
2			Philosophy Major Program	Applied Ethics Concentration	Philosophy of Art & Culture Concentration	Intro. to Philosophy	Critical Reasoning	Business Ethics	Social Ethics
3						DI	DI	DI	DI
4	1	GLOBAL GOAL 1: THE STUDENT WILL ACQUIRE CRITICAL THINKING SKILLS							
5		<i>Instructional Learning objectives: The student will be able to....</i>							
6	1.1	Formulate, critique, apply, and revise theories by...							
7	1.1.1	Developing adequate definitions and concepts	X	X	X	X	X		
8	1.1.2	When possible, producing counterexamples to definitions or concepts	X	X	X	X	X		
9	1.1.3	Formulating general principles	X	X	X	X			
10	1.1.4	Applying theories to new cases	X	X	X	X			

	J	K	L	M	N	O	P	Q	R	S	T
1	PHL 218	PHL 224	PHL 226*	PHL 240N*#^	PHL 260N*#^	PHL 303	PHL 304	PHL 305	PHL 307*#^	PHL 308^	PHL 309A
2	Medical Ethics	Environmental Ethics	Symbolic Logic I: Propositional Logic	History of Western Philosophy I	History of Western Philosophy II	Philosophy of Religion	Existentialism	Social & Political Philosophy	Ethics	Aesthetics	Alternatives to Violence
3	DI	DI	DII	DI	DI	DI	DI	DI, W	DI	DI	DI, V
4											
5											
6											
7				X	X			X	X		
8								X	X		
9					X			X	X		
10								X	X		

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1	PHL 310N	PHL 312^	PHL313	PHL 314	PHL 315*	PHL 320	PHL 326	PHL 350H	PHL450	PHL 490*	PHL 500	POL 231#^
2	Philosophy & Religion of the Eastern World	Philosophy of Love and Sex	Philosophy of Mind	Philosophy of Science	Reality and Knowledge	Philosophical Perspectives on Women	Symbolic Logic II: Predicate Logic	Topics in Ethics	Special Topics	Senior Seminar	Tutorial, Readings and Research in Philosophy	Intro. to Political Theory
3	DI, V		DI	DI	DI	DI	DII	DI	DI, W	DI, W		
4												
5												
6												
7					X					X		
8					X					X		
9					X					X		
10					X					X		

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1	SOC 201#^	ENG378, ENG480, HIS355, IDS255, PHL303, PHL310N, or SOC316#^	EDU306, ENG255, ENG321, ENG360, HIS311, IDS250, IDS350, or POL290#^
2	Intro. to Sociology		
3	DIII	DI	DI
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11	1.1.5	Recognizing the implications of theories and producing counterexamples to theories	X	X	X				
12	1.1.6	Engaging in reflective equilibrium	X	X	X				
13	1.1.7	Synthesizing theories	X	X	X				
14	1.1.8	Recognizing the consistency or inconsistency of a theory	X	X	X		X		
15	1.1.9	Comparing and contrasting theories,	X	X	X				
16	1.1.10	Distinguishing normative from descriptive judgments	X	X	X				
17	1.1.11	Identifying features of a case or situation that are relevant to normative judgments	X	X	X				
18	1.2	Distinguish arguments from explanations & other types of passages		X	X		X		
19	1.3	Recognize the structure of an argument by...							
20	1.3.1	Distinguishing premises from conclusions	X	X	X		X		
21	1.3.2	Recognizing enthymemes and supplying implicit premises or conclusions	X	X	X		X		
22	1.3.3	Diagramming arguments		X	X		X		
23	1.4	Define "valid argument" and "invalid argument"	X	X	X		X		

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24	1.5	Show that an argument in <u>propositional logic</u> is truth-functionally valid or invalid by...							
25	1.5.1	Using the <u>counterexample method</u> to show that an argument is invalid							
26	1.5.2	<i>Recognizing some common, valid, simple inferences (e.g., Modus Ponens)</i>	X	X	X		X		
27	1.5.3	<i>Being able to symbolize arguments and then...</i>							
28	1.5.3.1.	Use <u>truth tables</u> to test for validity/invalidity	X						
29	1.5.3.2	Use <u>natural deduction</u> to show that an argument is valid	X						
30	1.5.3.3	Use <u>truth trees</u> to test for validity/invalidity	X						
31	1.6	Show that an argument in <u>predicate logic</u> is quantificationally valid or invalid by...							
32	1.6.1	Using the <u>counterexample method</u> to show that an argument is invalid							
33	1.6.2	Symbolizing the argument and then...							
34	1.6.2.1	<i>Using the <u>truth-functional expansion method</u> to show that the argument is quantificationally invalid</i>							
35	1.6.2.2	<i>Using <u>natural deduction</u> to show that an argument is valid</i>							
36	1.6.2.3	<i>Using <u>truth trees</u> to test for validity/invalidity</i>							
37	1.6.3	Show that a <u>categorical syllogism</u> is valid or invalid by using...							

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38	1.6.3.1	<i>Venn diagrams</i>							
39	1.6.3.2	<i>Mood & figure</i>							
40	1.6.3.3	<i>A rule system</i>							
41	1.7	Define "sound argument" and "unsound argument" and recognize instances of each	X	X	X		X		
42	1.8	Define "cogent argument" and "uncogent argument" (or synonymous terms) and recognize instances of each		X	X		X		
43	1.9	Understand how to recognize, evaluate, and properly use common types of non-deductive arguments, such as...		X	X		X		
44	1.9.1	Abduction							
45	1.9.2	Analogical reasoning		X	X		X		
46	1.9.3	Argument from authority/expertise		X	X		X		
47	1.9.4	Causal reasoning		X	X		X		
48	1.9.5	Inductive generalization		X	X		X		
49	1.9.6	Statistical reasoning and probability theory		X	X		X		
50	1.10	Recognize common informal fallacies		X	X		X		
51	1.11	Recognize the uses and abuses of language, including...		X	X		X		
52	1.11.1	Ambiguity		X	X		X		
53	1.11.2	Rhetorical or emotive uses of language		X	X		X		
54	1.11.3	Vagueness		X	X		X		

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55	1.12	Understand the purposes of different types of definitions and evaluate the contextual adequacy of definitions.	X	X	X		X		
56	1.13	See complicated issues from multiple perspectives	X						
57	1.14	Develop a reasonable interpretation of a written philosophical passage	X						
58	1.15	Have a basic understanding of how the news media work, what factors influence news reports, and how to evaluate these reports.		X	X		X		
59	1.16	Be familiar with common advertising techniques that exploit people's irrationality.		X	X		X		
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61	2	GLOBAL GOAL 2: THE STUDENT WILL LEARN ABOUT CENTRAL AREAS OF PHILOSOPHY							
62		<i>Instructional Learning objectives: The student will be able to....</i>							
63	2.1	Understand major figures and schools of thought in the history of Western philosophy, including...							
64	2.1.1	Pre-socratics		O	O				
65	2.1.2	Plato	X	X	X				

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56				X	X				X		
57				X	X						
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66	2.1.3	Aristotle	X	X	X				
67	2.1.4	Epicureans	X	X	X				
68	2.1.5	Stoics	X	X	X				
69	2.1.6	Skeptics		O	O				
70	2.1.7	Augustine		O	O				
71	2.1.8	Aquinas	X	X	X				
72	2.1.9	Descartes	X	X	X				
73	2.1.10	Hobbes	X						
74	2.1.11	Locke	X	X	X				
75	2.1.12	Berkeley	X	X	X				
76	2.1.13	Hume	X	X	X				
77	2.1.14	Spinoza	X	X	X				
78	2.1.15	Leibniz	X	X	X				
79	2.1.16	Kant	X	X	X				
80	2.1.17	Hegel							
81	2.1.18	Mill	X						
82	2.1.19	Nietzsche							
83	2.1.20	Pragmatists							
84	2.1.21	Phenomenologists							
85	2.1.22	Existentialists							
86	2.1.23	Continental philosophers							
87	2.1.23	Analytic philosophers	X						
88	2.2	Understand important metaphysical theories and topics, such as...							
89	2.2.1	The problem of universals	X						
90	2.2.2	Substance (e.g., dualism, physicalist monism, and idealism)	X						
91	2.2.3	The existence and nature of God	X						

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66				X					X		
67				X							
68				X							
69				O							
70				O							
71				X							
72					X						
73									X		
74					X						
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79					X				X		
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89				X	X						
90					X						
91				X	X						

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92	2.2.4	Possibility and necessity	X						
93	2.2.5	Personal identity (e.g., person as a soul, person as a body, person as a chain of memories)	X						
94	2.2.6	Free will and determinism	X						
95	2.2.7	Causation	X						
96	2.2.8	Mereology							
97	2.2.9	Time and space	X						
98	2.3	Understand important theories of ethics, such as...							
99	2.3.1	Ethical relativism	X	X	X				
100	2.3.2	Consequentialist theories	X	X	X				
101	2.3.2.1	<i>Ethical egoism</i>	X	X	X				
102	2.3.2.2	<i>Utilitarianism</i>	X	X	X				
103	2.3.3	Deontological ethics	X	X	X				
104	2.3.4	Virtue ethics	X	X	X				
105	2.3.5	Theories of moral rights		O	O				
106	2.3.6	Moral pluralism & <i>prima-facie</i> duties		O	O				
107	2.3.7	Feminist ethics		O	O				
108	2.3.8	Non-cognitivist theories such as descriptivism and emotivism		O	O				
109	2.3.9	Buddhist ethics		O	O				
110	2.4	Understand important theories and topics related to political philosophy, such as...							
111	2.4.1	Theories of justice, such as...							
112	2.4.1.1	<i>Utilitarianism</i>							
113	2.4.1.2	<i>Social contract theories, such as</i>							

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				X	X						
93				X	X						
94				X	X						
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97				X	X						
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114	2.4.1.2.1	Libertarianism (Lockean)							
115	2.4.1.2.2	Rawls' theory of justice							
116	2.4.1.3	<i>Marxism</i>							
117	2.4.1.4	<i>Communitarianism</i>							
118	2.4.1.5	<i>Anarchism</i>							
119	2.4.1.6	<i>Multiculturalism</i>							
120	2.4.1.7	<i>Feminism</i>							
121	2.4.1.8	<i>Environmentalism</i>							
122	2.4.2	Punishment							
123	2.4.3	Just war theory, pacifism, and other theories of the just use of violence							
124	2.4.4	Special topics (e.g., abortion, welfare state, taxation, affirmative action)							
125	2.5	Understand important epistemological theories and topics, such as...							
126	2.5.1	Skepticism...							
127	2.5.1.1	<i>About induction</i>	X						
128	2.5.1.2	<i>About perception and the existence of the external world</i>	X						
129	2.5.1.3	<i>About memory</i>	X						
130	2.5.1.4	<i>About other minds</i>	X						
131	2.5.2	The "structure" of justification, including...							
132	2.5.2.1	<i>Foundationalism</i>	X						
133	2.5.2.2	<i>Coherentism</i>	X						
134	2.5.2.3	<i>Contextualism</i>							
135	2.5.2.4	<i>Confirmation holism</i>							

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136	2.5.3	Empiricism	X						
137	2.5.4	Rationalism	X						
138	2.5.5	Internalist vs. externalist theories of justification	X						
139	2.5.6	<i>A priori</i> vs. <i>a posteriori</i> justification	X						
140	2.5.7	Analytic vs. synthetic judgments/statements	X						
141	2.5.8	Theories of perception, such as...							
142	2.5.8.1	<i>Direct realism</i>	X						
143	2.5.8.2	<i>Indirect realism</i>	X						
144	2.5.8.3	<i>Idealism</i>	X						
145	2.5.9	Truth							
146	2.5.9.1	Correspondence theories							
147	2.5.9.2	Coherence theories							
148	2.5.9.3	Pragmatist theories							
149	2.5.10	The scientific method							
150									
151	3	GLOBAL GOAL 3: THE STUDENT WILL ACQUIRE COMMUNICATION AND RESEARCH SKILLS							
152		<i>Instructional Learning objectives: The student will be able to....</i>							
153	3.1	Conduct research and be able to...							
154	3.1.1	Use library databases such as the <i>Philosopher's Index</i>	X	X	X				

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136					X						
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140					X						
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155	3.1.2	Evaluate sources and know the difference between peer-reviewed and non-peer-reviewed sources	X	X	X		X		
156	3.1.3	Know when and how to cite materials using a standard style such as MLA, Chicago, etc.	X						
157	3.1.4	Be familiar with and adhere to the College's policy on academic integrity.	X	X	X				
158	3.2	Write well by...							
159	3.2.1	Writing grammatically	X	X	X				
160	3.2.2	Organizing an essay logically	X	X	X				
161	3.2.3	Writing clearly	X	X	X				
162	3.3	Optional: Effectively communicate orally by...							
163	3.3.1	Participating effectively in classroom discussions							
164	3.3.2	Giving effective classroom presentations							
165	3.3.3	Participating in symposia such as the SOAS Undergraduate Research Symposium							
166	3.4	Optional: Make effective use of audio-visual materials							
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168	4	GLOBAL GOAL 4: ETHICAL/AESTHETIC GOALS							

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190		GLOBAL GOAL 7: THE STUDENT WILL LEARN AND CARE ABOUT ISSUES SURROUNDING WORLD CULTURES			X				
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192									
193	7	GLOBAL GOAL 8: CONTENT AND SKILLS SPECIFIC TO INDIVIDUAL COURSES [OPTIONAL]							
194		(This will be done as a series of appendices, one for each course, as required.)							
195		*Required course for the Philosophy Major.							
196		#Required course for the Applied Ethics Concentration							
197		^Required course for the Philosophy of Art and Culture Concentration							
198		<u>SYMBOLIZATION KEY</u>							
199		O: Learning objective is optional and may be featured in some sections of this course. The list of optional learning objectives for a course is not necessarily complete.							
200		X: Learning objective is required for the course.							

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Feedback from Chris Fauske in
November 2008: "The map looks as if it will lead to some interesting data, William. One thing you might find is that there are some classes that appear to be trying to do too much--can a class really, for example, introduce students to 12 different concepts? Once this is complete and you get to look at what classes seem to do nothing, some to do too much, and some areas that are either over-taught or under-visited, you get to move on and look at the assessment instruments being used. You say, for example, that students will be expected to understand key figures. Are you really assessing for understanding in the exams / assignments in these classes, rather than merely for knowledge of?"