

UCC Meeting – August 17, 2010 – Foundation Board Room

Members present: Jennell Charles, Nikki Finlay; Anthony Giovannetti, Susan Hornbuckle; Todd Janke; Tatiana Krivosheev; Samuel Maddox, Kelli Nipper; Chris Raridan, Joan Taylor; Robert Vaughn, J. Celeste Walley-Jean, Ximena Zornosa.

Finlay called the meeting to order at approximately 11:30 a.m.

Approval of Minutes: Minutes were tabled

Old Business: BA in Philosophy

The committee reviewed a revised proposal for a BA degree with a major in Philosophy. The program was approved in 2007, but was never sent to the BOR. With minor corrections the revised proposal was approved.

Meeting was adjourned at noon.

Submitted by: Nikki Finlay

To: CAPC
CC: Michael Crafton, Robert Vaughn, Nasser Momayezi, John Campbell, Randy Rosenburg, Stephen Burnett, Joe Johnson, Ron Jackson, Todd Janke
From: Alex Hall
Date: July 30, 2010
Reg: New Philosophy BA Proposal / Instructional Support for Philosophy Major

CAPC approved a Proposal for a Philosophy Major at Clayton State University in May, 2007. The revised proposal is nearly identical to the previously approved proposal, differing substantially in only two areas:

1. The original proposal offered an internship (in keeping with the general practice of the now dissolved Department of Communicative Arts and Integrative Studies). The new proposal eliminates the internship, which is no longer needed in order to align with departmental priorities.
2. The new proposal offers two concentrations, in Pre Law and Ethical Studies. The original proposal did not have any concentrations. These additional offerings enhance the value of the major.

Regarding Instructional Support:

1. Two new lectureships have been created to support the Philosophy Program at Clayton. They are currently held by Dr. Lisa Keele and Michael Hollifield, whose bios are included in the new proposal.
2. Though the Philosophy Program at Clayton seems understaffed relative to the number of Critical Thinking courses offered, the bulk of these courses are taught by adjunct faculty. The Critical Thinking offerings do not in any way detract from the ability of Philosophy faculty to serve the major, which can be done without any alteration whatsoever to their current teaching loads.

**BACCALAUREATE AND MASTER'S DEGREES
NEW PROPOSAL FORM: ONE-STEP PROCESS**

(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Clayton State University (CSU)

Institutional Contact: Dr. Micheal Crafton, Provost/Vice President for Academic Affairs

Date: August 2010

School/Division: Arts and Sciences

Department: Humanities

Departmental Contact: Dr. Randy Rosenburg, Chair, and Dr. Ron Jackson, Philosophy Coordinator

Name of Proposed Program/Inscription: Philosophy

Degree: Bachelor of Arts

Major: Philosophy

CIP Code: 380101

Anticipated Starting Date: Spring 2010

1. Program Description and Objectives:

a. Objectives of the program:

The Philosophy BA program is directly in line with CSU's mission statement, in that it would contribute to an intellectually challenging, culturally rich learning environment, provide career opportunities and opportunities for continuous academic growth, facilitate and deepen critical thinking skills, and encourage social and civic responsibility. In particular the program will:

- hone students' critical thinking and writing skills for success in any and all further academic and professional endeavors
- provide students with the intellectual foundation for lifelong critical inquiry and exploration of questions that provide insight into the nature of human life
- expose students to a diversity of social and cultural viewpoints on ethical and political issues, encouraging students to adopt a reflective and open-minded stance
- encourage self-conscious questioning, careful reasoning, and creativity in assessing and solving problems of all kinds
- prepare students for graduate study in philosophy by providing them with a comprehensive grasp of the central figures and ideas in the history of philosophy
- prepare students for advanced degrees in professional areas such as law, divinity and business

- increase retention through (1) outreach to community schools directed at bringing to Clayton students wishing to complete a BA in Philosophy, and (2) prevention of further attrition owing to Clayton’s lack of a Philosophy BA program.

b. Needs the program will meet:

Employment Skills: A major in philosophy will provide students with skills in high demand among employers. Philosophy ranks in 18th place for Best Undergraduate College degrees by Salary, with a mid-career median salary of \$81,200 for students whose Philosophy training terminates with a BA, beating out students with BAs in fields such as Chemistry, Marketing, Accounting, Nursing, Criminal Justice and Business Management (see §3 for more details).

Professional Development: The program would offer concentrations in pre-law as well as in ethical studies.

Student Demand: Implementation of the Philosophy minor, development of a vibrant Student Philosophy Society, creation of (1) the Philosophy and Society Annual Lecture Series—given yearly as a service to the University and broader community and (2) the Southeast Philosophy Congress—attracting postdoctoral, graduate and undergraduate students from around the world, has led to substantial and growing demand among students for a Philosophy major at CSU. At present, we have a catalogued list of 102 declared Philosophy Minors since the fall of 2006. Not counting students who have maintained their minors since originally declaring it, we have had 49 *new* minor declarations for Academic Year 2009/2010.¹ In addition, of 628 CSU students surveyed, 204 (32%) said that they would be either “interested,” or “very interested” in majoring in Philosophy. CSU has likewise suffered attrition of students desiring to earn a BA in Philosophy. (Note: Philosophy faculty can provide this program without *any* additional hires *or* instructional load as *requirements for the BA would be met through current course offerings* in support of the Philosophy minor.)

Media Reports:

- London Times* – In the US, where the number of philosophy graduates has increased by 5 per cent per year during the 1990’s, only a very few go on to become philosophers. Their employability, at 98.9 per cent, is impressive by any standard...Philosophy is, in commercial jargon, the ultimate ‘transferable work skill.’²
- New York Times Career Planner* – Specific technical skills can quickly become obsolete, but Philosophy emphasizes a skill that is needed in every technical area, which is the ability to take a vaguely formed problem and find precise ways to deal with it. Philosophers are playing a major role in artificial intelligence, computer program development and industrial applications of computational linguistics and teaching.³

¹ For full documentation, see Appendix C, p.29.

² <http://www.cep.unt.edu/times.html>

³ <http://www.liv.ac.uk/~srjclark/jobs.html>

Graduate School Exams: Educational Testing Service data indicate that Philosophy majors score higher on the GRE than any other major in Humanities and Arts, Social Sciences, Life Sciences, Education, and Business; higher on the MCAT than any other Humanities major; third highest overall on the LSAT; fourth highest on the GMAT.⁴ Thus on standardized exams, philosophy students fare better than students in pre-business, pre-law, pre-med or *any* liberal studies program.

Summary: Currently there is no BA in Philosophy available to the Southern Crescent population, despite the clear professional benefits of such study and Philosophy's being a standard offering at most comprehensive colleges. Adding a Philosophy major at CSU would remedy this deficit and contribute to the University's mission of "encouraging and providing opportunities for continuous education and growth."

c. Brief explanation of how the program is to be delivered:

Instructors currently make use of a wide variety of technology courseware, and will continue developing both online and traditional "face-to-face" offerings. CSU's library accesses Galileo and we subscribe to specialized Philosophy databases, such as Philosophers' Index and the online Cambridge Companion series. Aside from providing faculty and undergraduates with substantial resources, these databases, linked with Galileo, allow CSU's graduate students to gather materials needed to complete their theses.

Additionally, CSU Philosophy faculty created the Southeast Philosophy Congress, where CSU students publish original research along with peers from institutions such as Harvard, the University of Georgia, the Katholieke Universiteit Leuven (Belgium), San Francisco State University, and the University of Reading (UK). This unique opportunity allows students to enhance their employability and/or entrance into graduate study. To our knowledge, no other program on campus regularly offers its students the chance to connect with and publish alongside international peers from top research universities. The student-run Philosophy Society keeps program students in touch with one another, offering another venue for research and publication. Lastly, CSU's philosophy majors may receive BA degree credit for courses taken at the 5000 graduate level through the Master of Arts in Liberal Studies program.

d. Prioritization within the institution's strategic plan:

The first goal of Clayton State University's Strategic Plan is to "meet student and societal needs and support our status as a University. This includes adding traditional and innovative undergraduate . . . programs . . . that will, ultimately, improve recruitment and retention." At present, there is no philosophy program available to students in Clayton State University's service area. Thus, a major in philosophy furthers the mission and contributes to the strategic plan of the University by meeting the need of students in our service area who want to pursue a philosophy degree, which will in turn improve recruitment and retention. In addition, CSU increasingly aspires to enhance its reputation as a comprehensive, public university, while at the same time maintaining an emphasis on core liberal arts programs. Philosophy is one of the

⁴<http://www.phil.stmarytx.edu/faculty/philhp/articles/gre.html> ; scores for the LSAT, GMAT, and MCAT can be found at: <http://falcon.tamucc.edu/~philosophy/pmwiki/pmwiki.php/PhilosophyProgram/WhyPhilosophy>

traditional liberal arts degrees offered by all major, comprehensive universities, so a philosophy major will contribute to the achievement of this goal.

This program is consistent with the first theme of Clayton State's Strategic Plan. Since students with a BA in Philosophy fare better on standardized exams and have an exceptionally high employment rate (see 3 below), the BA in Philosophy would help to ensure that students are "well-prepared to obtain personal and professional goals and to be productive citizens." The BA in Philosophy would also support the eighth theme, as it would provide considerable support to the student-run Philosophy Club and to the Philosophy & Society Lecture series currently active at CSU: "Programs will focus on cultural, social, and intellectual development of both commuting and residential students." As the University's enrollment continues to grow, the philosophy major will provide a consciously directed program of study for those students interested in developing broadly applicable critical thinking and writing skills—skills that will serve students well whether they choose to pursue graduate studies or enter the workplace directly. The BA in Philosophy will also contribute to themes 1, 2, and 6, by promoting recruitment and retention, raising the University's profile, and attracting qualified students through activities such as the highly successful Southeast Philosophy Congress, which continues to attract graduate and undergraduate students from across the country and globe as well as prominent keynote speakers.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline:

The proposed major in Philosophy contributes considerably to the implementation of CSU's strategic plan. Given our status as the most diverse university in the southeast region, and our extensive reach in serving the communities of the southern crescent, the need to prepare students more effectively for the challenges of the global and local workplace are significant. The study of philosophy prepares students to overcome cross-cultural and intra-cultural differences and assists them in becoming leaders in their communities and in the workplace.

The philosophy major meets the goals of Clayton State University's strategic plan by providing a foundational course of study with wide application in preparing students to understand the conceptual frameworks that shape and inform cultural, social, and economic spheres of activity. The philosophy major enhances the knowledge and skills required to understand a variety of conceptual frameworks, including:

- Attaining knowledge in understanding theories, principles, and methodologies.
- Relating perspective to understanding;
- Enhancing critical thinking, problem solving, and reasoning development
- Establishing appreciation of values (one's own and others')

Historically, philosophy is the basis of a liberal arts education. Thus, the major provides for students a comprehensive, internationalized, and cross-disciplinary learning experience within the liberal arts tradition. In short, the philosophy major meets the priority of the University's strategic goal of focusing on the overall academic excellence of the development of our students and how this development is given expression in the community, workplace, and world.

In furtherance of Clayton State University's determination to be responsive to students' needs and to produce highly qualified graduates, a philosophy major contributes to understanding the ethical dimension of decision-making, gives students the ability to synthesize concepts, and promotes a greater understanding of individual and social responsibility. Students interested in pursuing graduate work in philosophy, law (philosophy graduates lead humanities and social sciences in LSAT scores), business (philosophy graduates are only bettered by math majors on the GMAT), cultural studies, or education (philosophy majors surpass all majors on the GRE verbal portion with scores 17% above the national average) will obtain the necessary, yet flexibly applied, foundation for responsible citizenship as well as personal and professional advancement.⁵ No other major has showed such consistently outstanding performance.

The list below details the intersection of the Philosophy Major with the University's Strategic Development Plan. Numbered text quotes from the Plan and bulleted points speak to how the Philosophy Major supports it:

(1) Student Success: The success of students is the highest priority of Clayton State University. The University provides students with necessary learning resources, creates a student-centered environment, and reduces barriers to student progression. We are committed to recruiting highly qualified students, retaining and graduating them in a timely manner, ensuring that they are well-prepared to achieve personal and professional goals and be ethical and productive citizens.

- Granting students' requests for the major would reduce barriers to progression and retain students whose stated reason for leaving CSU is the major's absence.
- The wide variety of electives enable students to graduate in a timely matter and encourage adopting Philosophy as a second major or adding a second major to a first major in Philosophy.
- Philosophy majors are well-prepared for graduate studies, scoring higher on standardized tests such as GMAT, GRE, LSAT, MCAT than any other in the humanities. Particularly of note is that philosophy graduates score higher on LSAT than pre-law graduates and higher on GMAT than business majors. Additionally, critical thinking skills developed in the major transfer readily to any endeavor.⁶
- The planned pre-law concentration will provide a competitive advantage to students who go on to study law.
- Ethics is a branch of Philosophy, complementing the University's commitment to graduating ethical and productive citizens.

(2) Positioning: Clayton State University is an outstanding comprehensive metropolitan university that transforms the lives of students, advances knowledge, and drives economic growth. Our marketing and public relations efforts position the University as an institution especially qualified to achieve these results.

- Our target population currently has no access to Philosophy BA

⁵<http://www.phil.stmarytx.edu/faculty/philhp/articles/gre.html> ; scores for the LSAT, GMAT, and MCAT can be found at: <http://falcon.tamucc.edu/~philosophy/pmwiki/pmwiki.php/PhilosophyProgram/WhyPhilosophy>

⁶Ibid.

- Philosophy complements the University's mission to advance knowledge by providing an overview of world intellectual history.
- Philosophy faculty are in contact with local media and run two annual conferences, garnering both local and international participation and attention.
- Philosophy faculty are in negotiations with representatives of the University of Birla (India) to establish a Gandhian & Ethical Studies Institute at CSU, whose presence would strengthen CSU ties with the local Indian Chamber of Commerce. The Chamber is already aware of the philosophy program at Clayton as representatives attended a talk on Gandhi in fall 2008.

(3) Development and Enhancement of Undergraduate and Graduate Academic

Programs: The University continues to develop high quality undergraduate and graduate programs to meet increasing student and societal needs. This includes adding traditional and innovative programs at undergraduate and graduate levels, improving existing programs, and continuing to be a leader in the use of technology to enhance teaching and learning.

- The proposed major would offer concentrations in pre-law and in ethical studies.
- The Gandhian Institute would collaborate across disciplines and bring in scholars from other institutions.
- The Southeast Congress connects CSU graduate and undergraduate students with peers from top research institutions across the world.
- The Philosophy major would complement the University's program development mission and can be created without any cost as current course offerings are sufficient to graduate students in a timely manner.

(4) Resource Development, Acquisition, and Management: The University will increase its ability to acquire and develop resources. Additional funding, facilities, and technology are necessary to enhance student success, deliver and expand academic programs, and recruit outstanding faculty and staff.

- The Gandhian Institute would bring with it financial support from the University of Birla and the possibility of additional, local funding.
- The Southeast Congress brings in funds used to cover the cost of speakers for the Congress as well as for our annual Philosophy and Society lecture series; it also supports publication of the Congress' Proceedings.

(5) Campus Life: The University will strengthen services and programs to provide a stronger sense of community for students, faculty, and staff. Programs will focus on building community through intellectual, cultural, and social development.

- The student-run Philosophy Society complements the University's mission of building community through intellectual, cultural, and social development by means of club meetings dedicated to informed discussion of social, cultural, and philosophical matters.

(6) Outreach and Economic Development: As an institution committed to its broader community, Clayton State University seeks to develop partnerships with the community, create civic-minded students, and promote economic development.

- The Philosophy & Society Lecture Series has gained support from the local Indian Chamber of Commerce, and has received grant funds from the MGN Family Foundation.
- The Ghandian Institute would strengthen existent ties with the local Indian Chamber of Commerce.
- With its primary service area of the southern crescent, and its appeal to students from other areas of the state, the proposed philosophy major fulfills the University's outreach mission and plan by becoming the only four-year philosophy program available in the University System of Georgia between Atlanta and Savannah.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

On March 28, 2009 the BOR Philosophy Advisory Committee testified to the justification of need in discipline and geographic area when it voted unanimously in favor of the establishment of a Philosophy BA program at CSU, in recognition of the fact that:

“Philosophy’s multi-cultural, historical treatment of diverse societal and intellectual phenomena, and its concern with perennial issues in fields such as ethics, religion, art, science, technology and literature encourages and provides opportunities for continuous education and growth, and helps students understand the complex global context of contemporary life [and] . . . A major in Philosophy will provide students with broadly applicable and portable skills that will significantly improve their employability in a wide range of professional fields” (full letter in Appendix).

Likewise, the Georgia Philosophical Society has spoken to the need for a Philosophy BA in our area, in a letter dated September, 2009, the president of the society wrote:

“As President of the Georgia Philosophical Society, and on behalf of our Executive Committee, I write you to express our enthusiastic support for the proposed philosophy major at Clayton State . . . [Clayton faculty] are a very dedicated, talented, and hard-working group of philosophers, eager to contribute to the philosophical community in the State of Georgia, and eager to make a philosophy major possible for their students . . . Your students could only benefit from the opportunity to major in philosophy with them” (full letter in Appendix).

As noted in §1.b, data shows that a BA in Philosophy **significantly improves employability in a wide range of professional fields, as Philosophy ranks in 18th place for Best Undergraduate College degrees by Salary, with a mid-career median salary of \$81,200 for students whose Philosophy training terminates with a BA** (beating out students with BAs in fields such as

Information Technology, Nursing, Criminal Justice and Business Administration, Business Management, Psychology and Human Resources).⁷

The reason Philosophy pays better than these disciplines (traditionally, though *mistakenly*, thought to be more lucrative) is revealed in a survey of employers who hire at least 25% of their workforce from colleges. Asked what they want colleges to teach, 89% of employers wanted more emphasis on effective oral and written communication; 81% wanted better critical thinking and analytical skills; and 70% sought innovation and creativity.⁸ While many programs cater to one or more of these skill sets, Philosophy is best suited to transmit all three. The science of Critical Thinking is the invention of the Philosopher Aristotle, for the most part still taught by philosophers. It is the application of Critical Thinking skills to the international body of philosophical literature, with the expectation that students learn and comment on this tradition, that develops in students effective communication and Critical Thinking skills (see §8), innovation and creativity. These qualifications are clearly demonstrated by hiring trends and performance on standardized examinations (see §§ 3 and 1.b).

Regarding hiring trends, jobs indexed under 'Philosophy Major' have risen 237% since August 2008.⁹ Moreover the *Federal Career Directory* lists 20 different federal job classifications for which a Philosophy major could readily qualify. Other career guidance publications (such as *Occupational Thesaurus*, *Path*, and *What Can I Be?*) list 55 different positions in nine general areas of business for which the Philosophy major is appropriate preparation. Universities across the country are picking up on this trend. Since 1985 the number of Bachelor degrees in Philosophy conferred by degree-granting institutions has been on the rise.¹⁰ In 1996-97 Philosophy BAs made up .7% of bachelor's degrees awarded by degree-granting institutions, in 2006-07 Philosophy BAs made up .8% of bachelor's degrees awarded. The jump from 7,832 Philosophy BAs granted in 1996-97 to 11,969 in 2006-07 representing an increase of 52.8%.¹¹

We see the same trend reflected in the United Kingdom, where the number of Philosophy graduates in full or part time work six months after graduation rose by 13% between 2002 and 2006. Moreover, in the fields of business, property development, renting and research 76% more Philosophy graduates were employed in 2005-06 than in 2002-03. In health and social work, the number rose 9%. Moreover, in 2001, 9.3% of philosophy graduates were in business and finance roles six months after graduation. In 2006, 12.2% were. In 2001, 5.3% were in marketing and advertising six months after graduation. In 2006, 7.3% were.¹²

Summary: These data demonstrate the opportunities for success that come with a BA in Philosophy. A Philosophy BA program would thus better enable CSU to serve Atlanta's Southeastern Crescent, by providing opportunities for a lucrative career or success in graduate education. Lastly, a BA program in Philosophy will aid CSU in retention, putting an end to attrition owing to the lack of a Philosophy program and attracting motivated students through recruitment in the local schools.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures

⁷<http://www.payscale.com/best-colleges/degrees.asp>

⁸<http://www.nytimes.com/2010/01/03/education/edlife/03careerism-t.html>

⁹<http://www.simplyhired.com/a/jobtrends/trend/q-Philosophy+Major>

¹⁰http://nces.ed.gov/programs/digest/d09/tables/dt09_271.asp

¹¹<http://nces.ed.gov/programs/coe/2009/section5/table-fsu-1.asp>

¹²<http://www.guardian.co.uk/education/2007/nov/20/choosingadegree.highereducation>

at program start-up and when the program undergoes its first comprehensive program review.

Any additional costs from those currently allocated will be offset by revenue generated by new students. The current course upper division offerings in philosophy and in liberal arts are sufficient to deliver the major. The current faculty in philosophy and in liberal arts are sufficient to initiate the major.

The resources listed below are currently supporting the Minor in Philosophy and will serve the philosophy major.

Institutional Resources:

- (1) Philosophers’ Index – Online indexing database linked to PDFs
- (2) Cambridge Companion Online – Online access to the entire Cambridge Companions in Philosophy Series
- (3) Library Holdings
 - a. 10 Volume Encyclopedia of Philosophy
 - b. Owing to the generosity of the review editor of the *Journal of the History of Philosophy*, CSU has an unusually large supply of primary and secondary texts
- (4) Galileo, GIL Express, WorldCat and PINES (both services allowing ILL text delivery from around the world, NetLibrary (e-text database)
- (5) Personnel
 - a. Ron Jackson – Professor of Philosophy
 - b. Todd Janke – Associate Professor of Philosophy
 - c. Alexander Hall – Assistant Professor of Philosophy
 - d. Lisa Keele – Lecturer in Philosophy
 - e. Michael Hollifield –Lecturer in Philosophy
- (6) The first comprehensive review will be conducted in January 2018.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

Sample Four Year Course of Study

Note: Students wishing to double major may substitute their second major-related course for courses designated “PHIL major-related” or “Open Elective” below.

Fall Semester - Year 1	Spring Semester - Year 1
ENGL 1101	ENGL 1102
CRIT 1101	PHIL 2201 (In Area F)
COMM 1110	Math 1231
PSYC 1101 or SOCI 1101	POLS 1101
MATH 1101, MATH 1111, or MATH 1231	HIST 1111

<p>Fall Semester - Year 2</p> <p>PHIL 2401 (In Area F)</p> <p>ENGL 2111, 2112, 2121, 2130</p> <p>BIOL 1111, plus BIOL 1111 Lab</p> <p>HIST 2111</p> <p>WST 2500</p>	<p>Spring Semester - Year 2</p> <p>PHIL 2601 (In Area F)</p> <p>ART 2301</p> <p>BIOL 1112</p> <p>THEA 1100</p> <p>SOCI 1101</p>
<p>Fall Semester - Year 3</p> <p>PHIL 3200</p> <p>PHIL Major-related course</p> <p>PHIL Major-related course</p> <p>Open Elective</p> <p>Open Elective</p>	<p>Spring - Year 3</p> <p>PHIL 3400</p> <p>PHIL Major-related course</p> <p>PHIL Major-related course</p> <p>PHIL Major-related course</p> <p>Open Elective</p>
<p>Fall Semester - Year 4</p> <p>PHIL 3600</p> <p>PHIL 4200</p> <p>PHIL Major-related course</p> <p>PHIL Major-related course</p> <p>Open Elective</p>	<p>Spring Semester - Year 4</p> <p>PHIL 3800</p> <p>PHIL 4400</p> <p>PHIL Major-related course</p> <p>Open Elective</p> <p>Open Elective</p>

Curriculum Requirements for the BA in Philosophy

- | | | |
|-------------|--|-----------------|
| I. | General Education | 42 hours |
| II. | Lower Division Requirements for Major (Area F) | 18 hours |
| | PHIL 2201 Introduction to World Philosophy | 3 hrs |
| | PHIL 2401 Introduction to Aesthetics | 3 hrs |
| | PHIL 2601 Ethics in Historical & Contemporary Perspective | 3 hrs |
| | 1000- or 2000-level courses from: HIST, FREN, SPAN, POLS, AFAM, WST, PSYC, ART, CMS, COMM, ENGL, MUSIC, THEA, SOCI, MATH, PHYS, BIOL, CHEM | 9 hrs |
| III. | Upper Division Requirements for Major | |
| | A. Core Requirements | 12 hours |
| | PHIL 3200 Ancient Philosophy | |
| | PHIL 3400 Medieval Philosophy | |
| | PHIL 3600 Modern Philosophy | |

PHIL 3800 Contemporary Philosophy

B. Philosophy Electives

6-15 hours

PHIL 4200 Philosophy of World Religion

PHIL 4400 Philosophy of Culture

PHIL 4600 Logic & Philosophy

PHIL 4800 Senior Topics Seminar

PHIL 4900 Directed Study in Philosophy

PHIL 5000 Classics of Philosophy*

PHIL 5201 Philosophy in the US*

C. Pre-law Concentration (12 hours)

0-12 hours

BLAW 2106 Legal Environment of Business

BLAW 3370 Intermediate Business Law

HSCI 3520 Legal Issues in Health Care

HIST 3150 War and Diplomacy 1898-Present

HIST 4004 American Environmental History

CRJU 3100 Criminology

CRJU 3110 Race and Crime

CRJU 3410 Survey of Criminal Law and Procedures

CRJU 3420 Constitutional Law

CRJU 4200 Criminal Justice Ethics

CRJU 4410 Comparative Criminal Justice

CRJU 4424/POLS 4424 Judicial Process

CRJU 4426/POLS 4426 Civil Liberties

POLS 4420 Political Philosophy

POLS 4421 American Political Thought 1620-Present

POLS 4422 African-American Political Thought

POLS 4425 Constitutional Law

POLS 4427 Equal Rights in America

D. Ethical Studies Concentration (12 hours)

0-12 hours

HSCI 3550 Ethical Issues in Health Care

SOCI 3310 Race and Ethnicity

SOCI 3320 Social Inequality and Stratification

SOCI 3410 Sociology of Religion

PSYC 3130 Social Psychology

PSYC 3180 Cross-Cultural Psychology

PSYC 3300 Applied Ethics in the Helping Professions

PSYC 4160 Death and Dying

CRJU 4200 Criminal Justice Ethics

COMM 4510 Intercultural Communication

WST 3400 Gender, Culture, and Globalization

HIST 3150 War and Diplomacy 1898-Present

HIST 4001 African-American History

HIST 4003 Women's History

HIST 4004 American Environmental History
HIST 4250 History of World Religions
ENGL 3501 Multicultural Literature
INTL 3800 Study Abroad
INTL 3900 Special Topics in International Studies

E. Major-Related Courses**

21-39 hours

ART 3101 Contemporary Art
ART 3401 American Art Visions
BLAW 2106 Legal Environment of Business
BLAW 3370 Intermediate Business Law
CMS 3101 Media and Culture
CMS 3200 History of Communication
CMS 3810 Women & Popular Culture
CMS 4310 Film Analysis and Criticism
CMS 4500 Global Contexts in CMS
CMS 4810 Women & the Arts
COMM 4510 Intercultural Communication
CRJU 3100 Criminology
CRJU 3110 Race and Crime
CRJU 3410 Survey of Criminal Law and Procedures
CRJU 3420 Constitutional Law
CRJU 4200 Criminal Justice Ethics
CRJU 4410 Comparative Criminal Justice
CRJU 4424/POLS 4424 Judicial Process
CRJU 4426/POLS 4426 Civil Liberties
ENGL 3150 Shakespeare
ENGL 3200 History of the English Language
ENGL 3300 Women & Literature
ENGL 3410 African American Literature I
ENGL 3420 African American Literature II
ENGL 3501 Multicultural Literature
ENGL 4011 Critical Theory
FREN 3110 French Culture & Civilization I
FREN 3120 French Culture & Civilization II
FREN 4030 Introduction to French & Francophone Literature
FREN 4200 The Francophone World
HIST 3150 War and Diplomacy 1898-Present
HIST 3210 Twentieth Century World
HIST 3500 Selected Topics in World History
HIST 4001 African American History
HIST 4003 Women's History
HIST 4004 American Environmental History
HIST 4100 Origins of the Western World
HIST 4120 Renaissance, Reformation, & Rise of the Nation State
HIST 4130 Age of European Expansionism & Industrialization

HIST 4250 History of World Religions
 HSCI 3520 Legal Issues in Health Care
 HSCI 3550 Ethical Issues in Health Care
 INTL 2800 Study Abroad
 INTL 3800 Study Abroad
 INTL 3900 Special Topics in International Studies
 MUSC 3612 Music History II
 MUSC 3613 Music History III
 PHYS 3650 Modern Physics
 PHYS 4110 Conceptual Astronomy
 POLS 4420 Political Philosophy
 POLS 4421 American Political Thought
 POLS 4422 African American Political Thought
 POLS 4425 Constitutional Law
 POLS 4426 Civil Liberties
 POLS 4427 Equal Rights in America
 PSYC 3130 Social Psychology
 PSYC 3180 Cross-Cultural Psychology
 PSYC 3300 Applied Ethics in the Helping Professions
 PSYC 3350 Abnormal Psychology
 PSYC 3520 Theories of Personality
 PSYC 4130 Introduction to Cognitive Psychology
 PSYC 4160 Death and Dying
 PSYC 4170 Advanced Theories: Psychoanalytic & Existential
 SOCI 3310 Race & Ethnicity
 SOCI 3320 Social Inequality and Stratification
 SOCI 3410 Sociology of Religion
 SPAN 4231 Introduction to Spanish-American Literature
 SPAN 4234 Introduction to Contemporary Spanish Literature
 SPAN 4334 Contemporary Spanish Culture & Civilization
 SPAN 4335 Latin American Culture & Civilization
 WST 3400 Gender, Culture, and Globalization
 WST 3500 Feminist Theory
 WST 4800 Special Topics in Women's Studies

Note: Courses under sections C and D above are included in section E.

IV. Open Electives

0-18 hours

Open selection from catalogue, including lower division courses.

Total 120 hours

*** By special permission.**

**** Double majors satisfy IIIIE via coursework for second major.**

5a. All courses are existing courses; no courses are newly developed.

5b. See Appendix A for philosophy course descriptions.

5c. All course prerequisites are included in course descriptions in Appendix A.

5d. All Philosophy courses were approved by the University curriculum council in May 2007 and are listed in Academic Catalogue.

5e. While there is no national accrediting agency for philosophy programs, the APA is widely recognized as the authority on matters relating to the profession. The APA guidelines we consulted can be found in Appendix B.

5f. Research into outstanding philosophy B.A. programs in the state, and throughout the country, provided starting points for developing the major. The American Philosophical Association's (APA) online resources were also consulted,¹³ and statements of standards and practices widely accepted and embraced by philosophy departments throughout the U.S. have been incorporated into this proposal. After careful consideration, we have taken the following APA suggestions as a model for structuring the Philosophy B.A. curriculum:

First two years: a general introductory course in philosophy and first courses in ethics and logic.

Second year: survey courses in the history of ancient, medieval, early modern and contemporary philosophy, and one or two intermediate-level courses in areas of interest to the students.

Third and fourth years: further intermediate courses and a number of advanced courses, including several in central areas of philosophical inquiry as well as others of interest to the student.

Fourth year: several advanced courses, possibly including a senior seminar, independent study course or honors thesis, and an internship.

At every stage in students' progress through the Philosophy BA they will receive guidance via close contact and consultation with faculty members.

5g. Internships or field experiences are not required for the program.

5h. Current core offerings, both in the core curriculum and in the major core, are fully adequate to serve the major.

6. Admissions criteria. Please include required minimum scores on appropriate standardized tests and grade point average requirements.

Students admitted to the university and who are in good standing are admissible to the philosophy major.

7. Availability of assistantships (if applicable).

There will be no assistantships.

8. Student learning outcomes and other associated outcomes of the proposed program.

While there is no specific accreditation body for Philosophy programs, the proposed BA in Philosophy will adopt the guidelines for the Philosophy Major set forth by the American Philosophical Association:

Students majoring in philosophy should develop some knowledge of the history and current state of the discipline, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems,

¹³ <http://www.apaonline.org/publications/texts/statementonmajor.aspx>

and a sense of how philosophy bears on other disciplines and on human life more generally. Studies leading to a philosophy major should also develop a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications.
(<http://www.apa.udel.edu/apa/publications/texts/major.html>)

Accordingly, students completing the B.A. in Philosophy will:

- demonstrate a command of the history of philosophical thought—including major movements, ideas, and figures.
- demonstrate the ability to place significant philosophical movements within their respective philosophical and historical contexts.
- demonstrate the ability to write clearly, concisely, and persuasively in a philosophical/critical mode, utilizing the canonical tools of the philosophical tradition—clear exposition and logically persuasive analysis and argumentation.
- demonstrate an aptitude for philosophical dialogue and debate.
- demonstrate the ability to present difficult philosophical material, through lecture and presentation, to a large and diverse audience.
- demonstrate the skills necessary for dealing efficiently and effectively with novel problems in all areas of human endeavor—clarity of thought and expression and creativity in finding and proposing solutions.

9. Administration of the program:

a. The program will be housed in the Department of Humanities within the College of Arts and Sciences.

b. Dr. Ronald Jackson, who currently coordinates the Philosophy minor, will have primary responsibility for the coordination of the philosophy major under the guidance of the Department of Humanities Chair,

10. Waiver to Degree-Credit Hours (if applicable):

The program does not exceed the maximum credit-hour requirement of 120 semester credit hours for bachelor’s degrees.

11. Accreditation:

There are no disciplinary accreditation requirements associated with the program.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Anticipated enrollment for the first year is 10, for the second year, 25, and for the third year, 45. Enrollments are not cohort-based.

13. Faculty directly involved in administration of the program:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload

Ron Jackson	Professor	PhD	BA, MA, JD, PhD	Philosophy Law	24credits
Todd Janke	Associate Professor	PhD	BA, PhD	Philosophy Ethics	24 credits
Alexander Hall	Assistant Professor	PhD	BA, PhD	Philosophy	24 credits
Lisa Keele	Lecturer	PhD	BA, PhD	Philosophy	30 credits
Michael Hollifield	Lecturer	MA	BA, MA	Philosophy	30 credits
<i>Explanation of how workload will be impacted by the new program:</i> No impact.					
<i>Expected responsibilities in the program:</i> Each faculty member carries a full academic workload. Dr. Jackson's load is 18 credits instruction and 6 credits program coordination. Each faculty member is active in the professional community and scholarship.					

Total Number of Faculty: 5--2FT, 3 FT tenured

The workload of the five full-time faculty will not change under the BA program. The same set of courses currently offered to serve the Philosophy minor will fully satisfy courses needed for the Philosophy major. The program will require no additional faculty during the first 2-3 years.

Ron Jackson, Professor of Philosophy (BA, University of North Carolina at Chapel Hill, 1972; MA, Emory University, 1989; JD, Western State University College of Law at San Diego, 1978; PhD, Emory University, 1990). Dr. Jackson teaches courses in Logic and Critical Thinking, Introduction to Philosophy, Ethics, Aesthetics, and Ancient Philosophy. His teaching workload will not change, although the mix of courses he teaches will change to accommodate the needs of the philosophy minor program. He is a member of APA, SAAP, and ASA. His research interests are in American Philosophy, Contemporary & Continental Philosophy, Critical Reasoning, and Aesthetics. He serves as coordinator of Clayton State's Critical Thinking and Philosophy programs.

Todd Janke, Associate Professor of Philosophy (BA, Saint Olaf College, 1994; PhD, Georgetown University, 2004). Dr. Janke teaches courses in Critical Thinking, Introduction to World Philosophy, and Ethics in Historical and Contemporary Perspective. His workload will not change, although the mix of courses he teaches will change to accommodate the needs of the philosophy minor program. He is a member of the Merleau-Ponty Circle, and the Society for the Advancement of American Philosophy. He has published a review of Michael Moriarty's *Early Modern French Thought: the Age of Suspicion*, in *Seventeenth-Century News*, and has published two articles—one on Merleau-Ponty's conception of Bodily Intentionality, and another on causal theories of action. As a graduate student, he received the prestigious "Bourse Chateaubriand" from the French government, which provided funding for a year of research in Paris. He was also awarded Clayton State University's Highest Teacher honor—the Alice J. Smith Faculty award—in April, 2010.

Alexander W. Hall, Assistant Professor of Philosophy (BA, University of California at Davis, 1992; MA, San Francisco State University, 1998; PhD, Emory University, 2004). Dr. Hall's

research focuses on Ancient and Medieval philosophy with special emphasis on natural theology, semantics, ontology, epistemology, and logic. His publications include an article in the Proceedings of the International Society for Medieval Logic and Metaphysics (vol. 4); a chapter in *Medieval Commentaries on Aristotle's "Categories"* (Brill, forthcoming 2007); a chapter in *The Logic and Semantics of Thomas Aquinas: Essays in Honor of Professor E. J. Ashworth* (forthcoming 2007); and the book *Thomas Aquinas and John Duns Scotus: Natural Theology in the High Middle Ages* (Continuum, 2007). Dr. Hall is currently working on a translation of Aquinas's *Super Psalmo 32* for the Aquinas Translation Project, hosted by DeSales and Niagara universities. Dr. Hall had delivered papers at numerous international, national, and regional conferences, and will be chairing a session on the thought of John Buridan at the 2007 International Congress on Medieval Studies. Dr. Hall is an associate member of Clayton's graduate faculty, and belongs to a variety of professional organizations.

Lisa Keele, Lecturer in Philosophy. (Ph.D. Indiana University, Bloomington, 2008). Dr. Keele's research specialties are the philosophy of mathematics, ethics, and feminist philosophy. Her dissertation was titled Continuity and Infinitesimals: Four Philosophers from the Nineteenth Century, and focused on the metaphysical and epistemological issues raised by 19th century attempts to philosophically analyze some of the more troublesome issues which arose with the widespread adaptation of the calculus, including limit theory and the nature of the real numbers. She especially enjoys teaching ethics: introducing students to the ethical theories of Aristotle, Immanuel Kant, and John Stuart Mill, among others, and helping students apply these theories to practical, political, and current issues. Her publications include papers on the religious rituals of women in Judaism, Epicurus's theory of hedonism, and Hegel's concept of freedom. She is currently working on a paper on Charles Sanders Peirce's theory of continuity, a book on the role of domesticity in human life, and a translation of a seminal work in philosophical mathematics.

Michael Hollifield, Lecturer in Philosophy (BA Columbus State University, 1975; BA Queensland University, Brisbane, Australia, 1982; MA, Georgia State University; 1994, additional graduate work at the University of Illinois-Chicago and Emory University, 1994-98). Mr. Hollifield teaches Critical Thinking, Aesthetics, Ethics, and Introduction to Philosophy. His philosophical interests include normative and applied ethics, epistemology, philosophy of science, and political philosophy. In addition Mr. Hollifield worked in research in cognitive psychology and has several publications in that area. Mr. Hollifield is a member of the American Philosophical Association and the American Association of University Professors.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget:

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors		10	25	45
Shifted from other programs	8	8	10	10
New to the institution	2	7	10	15
Total Majors	10	25	45	70
Course Sections Satisfying Program Requirements				
Previously existing (PHIL and CRIT)	20	21	21	24
New (PHIL)	0	0	3	3
Total Program Course Sections	20	21	24	27
Credit Hours Generated by Those Courses				
Existing enrollments	1704	1764	1974	2274
New enrollments	60	210	300	450
Total Credit Hours¹⁴	1764	1974	2274	2724
DEGREES AWARDED				
	5	15	25	30
II. EXPENDITURES				
	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel –existing positions				
Faculty	\$145,130.34	\$145,130.34	\$145,130.34	\$148,758.59
Part-time Faculty	\$2,300.00	\$2,300.00	\$4,600.00	\$2,300.00
Graduate Assistants	0	0	0	0
Administrators	\$16,655.75	\$16,655.75	\$16,655.75	\$16,655.75
Support Staff				
Fringe Benefits	\$40,812.44	\$40,812.44	\$40,988.39	\$41,828.36
Other Personnel Costs				
Total Existing Personnel Costs	\$204,898.52	\$204,898.52	\$207,374.47	\$209,542.69

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty (pending enrollment growth)				\$50,000.00
Part-time Faculty	\$0.00	\$0.00	\$2,500.00	\$2,500.00
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits	\$0.00	\$0.00	\$191.25	\$14,191.25

¹⁴ These numbers may seem unusually large relative to existing faculty due to the fact that Critical Thinking is a required Core course. However, the bulk of these courses are taught by adjunct faculty.

Other personnel costs				
Total New Personnel Costs	\$0.00	\$0.00	\$2,691.25	\$66,691.25
Start-up Costs (one-time expenses)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs	0	0	0	0
Operating Costs (recurring costs – base budget)				
Supplies/Expenses	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Travel	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Equipment (Lap-top repl 3-yr rotation)	\$1,500.00	\$1,500.00	\$3,000.00	\$3,000.00
Library/learning resources				
Other				
Total Recurring Costs	\$5,500.00	\$5,500.00	\$7,000.00	\$7,000.00
GRAND TOTAL COSTS	\$210,398.52	\$210,398.52	\$217,065.72	\$283,233.94
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition	\$8,580.00	\$30,030.00	\$42,900.00	\$64,350.00
Federal funds				
Other grants				
Student fees	\$3,402.00	\$11,907.00	\$17,010.00	\$25,515.00
Other (existing Budget allocations)	\$193,898.52	\$193,898.52	\$193,374.47	\$195,542.69
New state allocation requested for budget hearing				
Nature of Funds				
Base budget	\$5,500.00	\$5,500.00	\$7,000.00	\$7,000.00
One-time funds				
GRAND TOTAL REVENUES	\$211,380.52	\$241,335.52	\$260,284.47	\$292,407.69

Facilities Information for New Academic Programs

Proposed Location for the Program: Clayton State University – Clayton Hall

Floor area required for the program (gross and net square feet): _____

Type of spaces required:

- Number of classrooms 2
- Number of labs _____
- Number of offices 3
- Other spaces _____

Place an “X” beside the appropriate selection:

- X Existing facility will be used as is (area square footage):
- _____ Existing facility will require modification (area square footage):
- Projected renovation cost:
- Estimated relocation cost:
- Total funding required:
- Source of Funding:
- _____ Construction of new facilities will be required (area square footage):
- Estimated construction cost:
- Estimated total project cost:
- Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments:

The program will require no changes from the current allocation of university and department resources.

Note: A system office Facilities Project Manager (through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

Appendix A

Description of Philosophy Courses

Philosophy 2201 - Introduction to World Philosophy (3-0-3)

An introduction to philosophy through the study of representative texts of major philosophers from Plato to the present, from East and West. Topics addressed include personal identity, the nature of knowledge, the existence of God, happiness, the nature of the external world, the relation of language to the world, meaning, and truth. Prerequisite(s): ENGL 1101 required; CRIT 1101 and ENGL 1102 recommended.

Philosophy 2401 - Introduction to Aesthetics (3-0-3)

An introduction to the philosophical questions "What do you mean?" and "How do you know?" in the realm of aesthetics, most particularly in the arts. Through readings and discussions of representative philosophical texts and with close attention to aesthetic objects themselves, questions such as the following will be examined: What is artistic expression? What do works of art mean? Is there a general definition of art? What makes a work of art good? Prerequisite(s): ENGL 1101 required; CRIT 1101 and ENGL 1102 recommended.

Philosophy 2601 - Ethics in Historical and Contemporary Perspective (3-0-3)

An examination of (1) the central questions of moral philosophy through the reading and discussion of representative texts of major philosophers and (2) the application of moral reasoning to contemporary ethical issues and problems in fields such as communications, medicine, business, and the environment. Topics addressed include the meaning of "good" and "bad," right conduct, happiness and well-being, moral character, and justice. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 3200 – Ancient Philosophy (3-0-3)

The course studies philosophical literature of the eighth century B.C.E. through the third century C.E., including Pre-Socratic thought, Epicureanism, Stoicism, and Skepticism, with special emphasis on Socrates, Plato, and Aristotle. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 3400 – Medieval Philosophy (3-0-3)

The course studies philosophical literature of the third through fourteenth centuries C.E., including Porphyry, Boethius, Augustine, Anselm of Canterbury, Peter Abelard, Thomas Aquinas, Henry of Ghent, John Duns Scotus, William of Ockham, and John Buridan. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 3600 – Modern Philosophy (3-0-3)

The course studies philosophical literature of the 16th through the 18th centuries, through careful examination of, and critical engagement with, such figures as Hobbes, Descartes, Pascal, Locke, Leibniz, Spinoza, Berkeley, Hume, and Kant. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 3800 - Contemporary Philosophy (3-0-3)

An examination of works of major thinkers of the 20th century. Philosophers to be studied include Martin Heidegger, Jean-Paul Sartre, and Simone De Beauvoir, from Germany and France, and C.S. Peirce and John Dewey, from the United States. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 4200 – Philosophy of World Religion (3-0-3)

The course studies world literature on the philosophy of religion. Topics include proofs of God's existence, science and religion, the problem of evil, reason and religious experience, religious pluralism, free will, and life after death. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 4400 – Philosophy of Culture (3-0-3)

A topical or thematic approach to the study of the networks of relationship between philosophical ideas and the social structures in which those ideas arise and are interpreted, considering both historical and contemporary perspectives. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 4600 – Logic and Philosophy (3-0-3)

The course studies propositional and predicate logic against the backdrop of literature on the philosophy of logic. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 4800 – Senior Topics Seminar (3-0-3)

The course will study a major figure or movement from the history of philosophy in a seminar format. Possible figures and movements include, but are not limited to, Aristotle, Aquinas, Duns Scotus, Hume, Kant, Kierkegaard, Heidegger, Merleau-Ponty; possible movements include, but are not limited to, Idealism, Phenomenology, Existentialism, Eastern Philosophy. Prerequisite(s): ENGL 1102 (C) required; completion of CRIT 1101 and Area C recommended.

Philosophy 4900 - Directed Study in Philosophy (3-0-3)

The student, with the advice and permission of the directing professor, selects the topic and submits a prospectus for department approval before the semester in which the course is to be taken. Prerequisite(s): Departmental Approval.

PHIL 5000 - Classics of Philosophy (3-0-3)

An examination of the original documents, the classic primary texts, in the history of philosophy in Western Culture. Primary source readings--including Socrates, Plato, Aristotle, Descartes, Hume, and Kant--will be supplemented by a history-of-philosophy text that will place these works in historical and philosophical context. Prerequisite(s): Graduate Standing or Departmental approval.

PHIL 5201 - Philosophy in the US (3-0-3)

A study of the American philosophical tradition of pragmatism as a unique and original contribution to Western philosophy. The focus of the course is on the thought of four classical American philosophers: Peirce, James, Santayana, and Dewey. It will also

consider the intersection of pragmatism with analytic and linguistic philosophy. Finally, the course will examine the origin of pragmatism in American intellectual history, keeping in mind social and cultural influences, and will look ahead to the influence and relevance of pragmatism for present-day culture. Prerequisite(s): Graduate Standing or Departmental approval.

Appendix B
Publications
Statement on the Major
The American Philosophical Association
<http://www.apaonline.org/publications/texts/statementonmajor.aspx>

Structuring the Philosophy Major

The sequencing of courses can be useful, and in some cases is a virtual necessity; but there is no single best way of ordering all courses to be taken in philosophy. Historically influential philosophers should be read, and important problems should be encountered, at every level in the curriculum. On the other hand, the ordering of certain sorts of courses is clearly desirable. Before taking courses dealing intensively with philosophers like Aristotle and Kant, students should be introduced to them in a more general way, in introductory or historical survey courses. It is also useful for students to be acquainted with some of the major texts by such philosophers as Plato, Descartes, Hume, and Kant before beginning advanced study in such areas as metaphysics or the theory of knowledge, in order to understand the context of the emergence of the issues to be considered. On the other hand, it is equally useful for students to first acquire a basic understanding of these kinds of inquiry as an aid to understanding the positions of these philosophers.

In general, no one kind of philosophy course—historical, field, problem, or activity—must logically or pedagogically precede any other. Different kinds of courses contribute in different ways to the cumulative development of philosophical understanding, skill, and judgment, but there is no one best order that need be imposed on all students.

In structuring a philosophy major, it should be kept in mind that most students will have had little or no acquaintance with philosophy prior to their first undergraduate courses. The decision to elect philosophy as a major thus may not be made until after the first or second year of undergraduate study, during which the student may have taken only a few philosophy courses; and the courses taken may not include any of those specifically required for the major. Such relative latecomers to the major are likely to be the rule rather than the exception, and are to be expected and welcomed. The major therefore should be so structured that it can be completed within a period of three years or less. (This provides a further reason to avoid any rigid sequencing of courses, and to keep specific prerequisites for advanced courses to a minimum.)

The primary aim of an introductory course should not be “coverage” of a period, a field, or a set of problems, let alone all of philosophy. Introductory work should cultivate the abilities to recognize philosophical questions and grasp philosophical arguments; to read philosophical texts critically; to engage in philosophical discussion; and to write philosophical papers involving interpretation, argument, and research. These skills can be developed in courses organized historically, by problems, or by field. They require contact with original sources, not merely textbooks; opportunities for discussion as well as lectures; and experience in writing papers, in addition to examinations.

Beyond the introductory level, intermediate courses may offer students the opportunity to become acquainted with various periods of the history of philosophy and areas of philosophical inquiry. Courses dealing with matters of interest to students majoring in other subjects also are often placed at this level—e.g., courses concerned with philosophical perspectives on religion,

science, history, law and politics, the arts and literature. Advanced courses may then deal with issues and texts of all of these sorts, and with important figures in the history of philosophy and areas of philosophical inquiry, in more detail and with increasing sophistication. No area of philosophy is inherently more advanced than any other, and many major texts can be read at any of these levels.

For reasons indicated above, it is neither possible nor desirable to specify precisely what structure a sound major in philosophy should have or how it should unfold year by year. It is not even necessary that students majoring in philosophy should be required to begin by taking one or more introductory courses, and then to take several intermediate courses, followed by a variety of advanced courses in their last year or two. This would be impractical as well, for many students arrive at the decision to major in philosophy after taking several intermediate courses as electives. Moreover, in view of the diversity of areas of philosophical inquiry, intermediate as well as advanced courses may properly be taken in the last few years of undergraduate study as well as earlier.

Generally speaking, however, students are well advised to take a number of introductory and intermediate courses before attempting those at the more advanced level, and to take whatever “core courses” (e.g., in the history of philosophy, ethics and logic) may be required as early as possible once they have decided to major in philosophy. Moreover, while there can and should be no strict rule, it is common practice in many departments to suggest a general pattern that might usefully be recommended to students seeking guidance in the planning of their studies leading to a major.

First two years: a general introductory course in philosophy and first courses in ethics and logic.

Second year: survey courses in the history of ancient and early modern philosophy, and one or two intermediate-level courses in areas of interest to the students.

Third and fourth years: further intermediate courses and a number of advanced courses, including several in central areas of philosophical inquiry as well as others of interest to the student.

Fourth year: Several advanced courses in which the student has close contact with faculty members, possibly including a senior seminar, independent study course or honors thesis.

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Last revised: May 30, 2006.