

SLO Presentation

PHIL

Date: 09-15-2022

ISLO

Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Humanities and Social Sciences
PHIL
Philosophy Transfer <ul style="list-style-type: none">• Students compare and contrast the core of a philosophical problem, issue, or question by referencing the inquiry to a system (history, topic, philosophers, etc.)• Students defend a philosophical position, view, or theory from more than one perspective.• Students develop and defend students own philosophical point of view.• Students identify/recognize consistencies and inconsistencies of specific philosophical theories or worldviews.• Students read primary and secondary sources in philosophy and understand the important arguments.• Students understand and use philosophical language relevant to an issue or theory.
Religious Studies--AA <ul style="list-style-type: none">• Student identify the forms and orders of various religious ceremonies.• Students describe the emotional, psychological, and physical dimensions of the religious experience.• Students evaluate the belief systems underpinning various religions and their role in identifying community membership and participation.• Students explain the systematic formulation of religious teachings in an intellectually coherent form.• Students recognize that religious narratives provide a systematic interpretation of the universe and the human's place in it.
World Cultures--Cert <ul style="list-style-type: none">• Students assess the merits of assumptions, beliefs, influences, and practices based on personal worldviews and the worldviews of others.• Students comprehend the challenges of geopolitical transformations from a various cultural perspectives.• Students explain the issues of cultural relativism, ethnocentrism, cultural diversity, human rights, citizenship, economic and environmental justice, and worldview.• Students recognize the moral and political interconnectedness of nations.

CSLO**ETHN104 - Philosophy of Cultural Diversity: Challenge and Change**

- Students differentiate between cultural relativism, ethnocentrism, and stereotyping.
- Students understand and engage in the practice of philosophical inquiry relevant to global issues.
- Students know important philosophical concepts, philosophers and their contributions to world philosophy.
- Students read portions of Eastern and Western philosophical texts and recognize philosophical claims and assess the merit of the evidence.
- Students understand and write about critical issues concerning cultural influences and philosophical questions such as, "What is the meaning of life?" "What is good?" "Why does evil exist?" "What is a just society?"
- Students understand and write about environmental ethics, geopolitical movements and the philosophy of liberation, human rights, and social justice, among others international issues.
- Student identifies, appreciates, and writes about awareness of social change as it is viewed from the perspective of others who are culturally different from himself/herself.
- Students demonstrate an understanding and appreciation about what philosophy of cultural diversity is by: a) exhibiting basic literacy in the areas of cultural relativism, cultural diversity, the universal moral community, human rights, global justice, and worldviews; and, b) displaying an awareness of social changes and challenges as they are viewed from the perspective of others who are culturally different from the student.
- Students differentiate between cultural relativism and universal moral values.
- Students understand and engage in the practice of philosophical inquiry relevant to global cultural issues.
- Students demonstrate basic philosophical concepts, philosophers, and their contributions to world philosophy.
- Students read and analyze Eastern and Western philosophical texts, recognize philosophical claims, and assess the merit of the evidence
- Students use philosophical methods, assumptions, and principles to analyze philosophical ideas and positions, including contemporary problems and issues relevant to the global community.
- Students evaluate the philosophical presuppositions, as well as the philosophical presuppositions of others in order to assess the merits of these assumptions.

PHIL100 - Introduction to Philosophy

- Students explain Socrates' statement, "The unexamined life is not worth living," by applying the statement in at least two of the following areas: epistemology, metaphysics, ethics, and aesthetics.
- Students explain the branches of philosophy: epistemology, (coherence, relevance, truth, sources, and limits of knowledge), metaphysics (the nature of reality, self, and freedom), and value theory (ethical theories and aesthetic and philosophy of art theories)
- Students demonstrate an enhanced ability to articulate ideas about philosophical issues.
- Students demonstrate a basic understanding of the methods of philosophy.
- Students evaluate philosophical methods, assumptions, and principles to analyze philosophical ideas and positions including but not exclusive to contemporary problems and issues.
- Students evaluate philosophical arguments, methods, assumptions, and principles for epistemology, metaphysics, ethics, and aesthetics.

PHIL102 - Introduction to Ethics

- Students define and competently use philosophical terminology in discussions of ethical concepts such as: acts and values; happiness and the good; prudence and morals; justice and equality; virtue and the virtues; theology and God's will; utilitarianism; Kant and Deontology; and pluralism.
- Students compare and contrast competing ethical theories and subject them to critical analysis.
- Students define major moral theories in the Western and non-Western.
- Students explain philosophical arguments, methods, fundamental assumptions, and principles in ethical theory including Deontology, Utilitarianism, Virtue Ethics, Ethical Relativism, Ethical Subjectivism, and Ethical Egoism.

- Students explain philosophical arguments, methods, fundamental assumptions, and principles in ethical theory including Deontology (Kantian theory), Utilitarianism, and Virtue Ethics.
- Students apply knowledge of major ethical theories to moral problems.

PHIL103 - Philosophical Reasoning: Critical Thinking in Philosophy

- Students demonstrate an understanding of and appreciation for what philosophical reasoning is by identifying the elements of philosophical arguments and counterarguments, learning how to read primary philosophical texts carefully and critically, completing basic research on topics of philosophy, and writing essays on subject matter relevant to philosophy using style manuals such as the University of Chicago, American Psychological Association (APA) or Modern Language Association (MLA) styles.
- Students identify the elements of philosophical arguments and counterarguments.
- Students recognize the difference between arguments and non-arguments (explanations, descriptions, and reports).
- Students identify the conclusion of an argument.
- Students identify and evaluate the support for the conclusion.
- Students recognize the context and purpose of an argument.
- Students produce written work that follows Standard English and documentation.

PHIL104 - Philosophy of Cultural Diversity: Challenge and Change

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- Students understand and engage in the practice of philosophical inquiry relevant to global issues.
- Students know important philosophical concepts, philosophers and their contributions to world philosophy.
- Students read portions of Eastern and Western philosophical texts and recognize philosophical claims and assess the merit of the evidence.
- Students understand and write about critical issues concerning cultural influences and philosophical questions such as, "What is the meaning of life?" "What is good?" "Why does evil exist?" "What is a just society?"
- Students understand and write about environmental ethics, geopolitical movements and the philosophy of liberation, human rights, and social justice, among others international issues.
- Student identifies, appreciates, and writes about awareness of social change as it is viewed from the perspective of others who are culturally different from himself/herself.
- Students demonstrate an understanding and appreciation about what philosophy of cultural diversity is by: a) exhibiting basic literacy in the areas of cultural relativism, cultural diversity, the universal moral community, human rights, global justice, and worldviews; and, b) displaying an awareness of social changes and challenges as they are viewed from the perspective of others who are culturally different from the student.
- Students differentiate between cultural relativism and universal moral values.
- Students understand and engage in the practice of philosophical inquiry relevant to global cultural issues.
- Students demonstrate basic philosophical concepts, philosophers, and their contributions to world philosophy.
- Students read and analyze Eastern and Western philosophical texts, recognize philosophical claims, and assess the merit of the evidence
- Students use philosophical methods, assumptions, and principles to analyze philosophical ideas and positions, including contemporary problems and issues relevant to the global community.
- Students evaluate the philosophical presuppositions, as well as the philosophical presuppositions of others in order to assess the merits of these assumptions.

PHIL105 - Philosophy Of Art And Beauty

- Students demonstrate an appreciation and understanding for the philosophical activity and theory of aesthetics and philosophy of art.
- Students define and competently use philosophical terminology in discussions of basic vocabulary of aesthetics and philosophy of art.

- Students recognize and explain different philosophical methods and styles in aesthetics and philosophy of art.
- Students define major movements of aesthetics and philosophy of art in the history of philosophy.
- Students to apply different aesthetic theories to specific artistic expressions and styles.
- Students demonstrate an understanding of course material by expressing oneself cogently and reflectively on the issue of beauty, art and philosophy.

PHIL106 - Introduction to Logic

- Students translate English arguments into symbolic form.
- Students identify the elements and types of arguments.
- Students distinguish between inductive and deductive forms of inference.
- Students assess the validity (and invalidity) of deductive arguments.
- Students identify non-argumentative passages such as explanation, illustration, conditional statements, reports, and unsupported assertions.

- Students demonstrate proficiency in critical thinking and understanding of deductive and inductive reasoning and competence in the basic analytical methods of logic.
- Students prove the validity (and invalidity) of deductive arguments by means of Venn diagrams and truth tables.
- Students apply rules of inference and equivalence in proving the validity of deductive arguments.

PHIL107 - Introduction to Philosophy of Science and Technology

- Students compare and contrast deductive and inductive forms of scientific reasoning.
- Students defend positions in a debate between scientific realist and anti-realist and subject them to critical analysis.
- Students compare and contrast at least two different theories of the philosophy of science and technology.
- Students use the vocabulary of the philosophy of science and technology.
- Students discuss at least two contemporary ethical, political, or cultural issues relevant to the philosophy of science and technology.
- Students think critically about at least two ethical, epistemological, methodological, ontological, or religious questions that arise in the philosophy of science and technology.

PHIL108 - Philosophy of the Americas

- Students compare and contrast theories in metaphysics, epistemology, aesthetics, and ethics relevant to the four worldviews examined in the course.

- Students assess similarities and divergence among the four worldviews in the areas of economic justice, environment, and religious practices (influences of African, Indigenous Religions, and Christianity) and subject them to critical analysis.
- Students demonstrate a basic understanding of methods of philosophy.
- Students explain at least one aspect of the branches of philosophy (metaphysics, epistemology, ethics, aesthetics, and political and social philosophy) in each of the four cultural worldviews: African-American Philosophy, Latin-American Philosophy, Native-American Philosophy, and Anglo-American.
- Students think critically about at least two ontological, epistemological, methodological, ethical, or religious questions that arise from the four worldview systems.

PHIL109 - Philosophy of the Body, Feminism, and Gender

- Students explain traditional and non-canonical arguments in support of or against the ontology of gender and body.
- Students provide examples of theories on gender identity, the nature of the self and personal identity, friendship, and personal relationships.

- Students explain traditional and non-traditional theories of feminist conceptions of knowledge, philosophy of language, philosophy of religion, and philosophy of science.
- Students compare and contrast male responses to contemporary moral, social, and political feminist theories.
- Students relate feminist questions about beauty and art to the traditional and non-traditional canons of theories of the body, feminism, and gender.

PHIL130 - History of Ancient Philosophy

- Students understand the impossibility of knowing how the modern world was formed, unless one has studied the power and influence of the Ancient philosophers on religion, politics, law, science, history, and literature
- Students understand the role of interpretation of texts in deciding the position and key concepts, theories, and arguments of individual Ancient philosophers

- Students compare and contrast the main contributions and ideas of philosophers in the Ancient period
- Students know the difference between the Pre-Socratic, the Sophists, and the great systems of Plato and Aristotle
- Students list and define key thinkers of Ancient philosophy
- Students write good philosophical essays which reveal improved skill in the presentation and defense of arguments, especially as they relate to the study of Ancient philosophy

PHIL140 - History of Modern Philosophy

- Students define and competently use philosophical terminology in discussions of philosophy.
- Students recognize critical philosophical skills to present accurately and to interpret positions of seventeenth and eighteenth century philosophers, based on readings of their primary texts.
- Students critically analyze, evaluate, and compare and contrast major arguments, assumptions, principles, styles, and methods of seventeenth and eighteenth century philosophers.
- Students explain philosophical arguments, methods, background assumptions, and principles about the nature of reality, God, the self, the sources and limits of human knowledge, and freedom.
- Students understand and appreciate the emergence of modern philosophical thinking about the human mind (the relationship between reason and the emotions) and politics (social contract theories).

PHIL160 - Symbolic Logic

- Students assess whether an argument is valid or invalid, based on its underlying logical form.
- Students recognize the logical form of sentences in English.
- Students translate English arguments into symbolic form.
- Students identify validity by means of Venn diagrams and truth tables.
- Students recognize competence in the basic analytical method of formal logic by applying rules to prove validity in sentential logic by means of implicational rules, equivalence rules, conditional proof, and reduction ad absurdum proof.
- Students identify truth-tree techniques for evaluating arguments.
- Students apply inference rules for predicate logic, Universal Instantiation, Existential Instantiation, Existential Generalization, and Universal Generalization.
- Students explain some of the philosophical problems relevant to symbolic logic.

PHIL200 - World Religions

- Students identify the major religious traditions of the world and their principal teachings on ethics and metaphysics.
- Students analyze the ethical and spiritual teachings and practices.
- Students compare and contrast religions with regard to their sacred writings, rituals, and beliefs.
- Students identify founders, scriptures, and key philosophers in the world's major religions.
- Students analyze philosophical and religious ideas amongst religions, including their concepts of nature, ultimate reality, cosmology, and ethics.

PHIL201 - Contemporary Philosophy

- Students develop a philosophical analysis of a contemporary cultural, political, religious, or scientific problem.
- Students distinguish between analytic and continental approaches to doing philosophy.
- Students demonstrate a basic understanding of methods of philosophy.
- Students understand, explain and assess at least three major philosophical movements that characterize the twentieth and twenty-first centuries, including the rise of Continental, Asian, African, Anglo-American, Feminist, Latin American, and Marxist philosophies.
- Students explain at least three of the following concepts examined by the above philosophical movements: self and subjectivity; mind and consciousness; alienation, anxiety, and authenticity; gender, modernity, post-modernity, and alter-modernity; race, nationality, and social justice.
- Students recognize and explain the role of language, meaning, and truth in philosophical inquiry.

PHIL203 - Philosophy of Religion

- Students compare and contrast Western and non-Western approaches to religion and religious experience.
- Students understand the use the vocabulary of the philosophy of religion.
- Students explain critically the concepts of God, creation, miracles, faith, salvation, etc. and assess at least two arguments for the existence of God and two arguments against the existence of God.
- Students think critically about sacred texts and their interpretation.

- Students examine the relationship between science and religion.

PHIL204 - Philosophy of The Bible I (Hebrew Scriptures)

- Students understand and critically appreciate the different methods of interpretation (historical, literary, cultural, and philosophical) of the Hebrew Scriptures.
- Students trace the emergence of monotheism in ancient Israel and its relevance for contemporary Western culture.
- Students explain the concept of covenant in the faith of ancient Israel.
- Students describe the role and function of the prophet in ancient Israel.
- Students provide examples from archeology to corroborate the Bible as history.
- Students identify and illustrate the three parts of the Hebrew Scripture or TANAK (the Torah, Prophets, and Writings).

PHIL205 - Introduction to Bioethics

- Students think critically about at least two ontological, epistemological, methodological, ethical, or religious questions that arise in bioethics.?? , methodological, ethical, or religious questions that arise in bioethics.â??
- Students compare and contrast at least two different aspects of issues examined in bioethics with respect to ethics (applied and meta-ethics), epistemology, and metaphysics.
- Students critically discuss and produce possible resolutions of at least two current issues relevant to bioethics.
- Students use effectively the vocabulary of the bioethics.

PHIL206 - Philosophy of The Bible II (Christian Scriptures)

- Students understand and critically appreciate the different methods of interpretation (historical, literary, cultural, and philosophical) of the Christian scriptures.
- Students compare, contrast, and criticize the philosophy of the nativity narratives in the gospels.
- Students explain the significance of the Dead Sea scrolls for the intertestamental period.
- Students compare, contrast, and criticize the leading Jewish religious groups of the intertestamental period.
- Students explain and evaluate the significance of the quest for the historical Jesus.
- Students explain the significance of "Q" in the New Testament Studies.
- Students discuss and evaluate the development of the New Testament Canon.
- Students explain how the early church was viewed by the Roman government.
- Students evaluate the reasons why some first-century Jews accepted Jesus as the Messiah and some rejected him.