

# Philosophy Department Program Review 2019-2024

## I. Description of Program

### A. Course and Program Content

1. Course Outlines: All philosophy courses (15 courses) are current (as of Fall 2019) in SLOs revisions and updated books and resources. Course outline revisions were submitted to the Curriculum Committee in July 2013.

2. Course designs: All philosophy courses are designed and approved to fulfill general education (GE) requirements. Furthermore, the department submitted the proposal for the Associate in Arts in Philosophy for Transfer Degree (AA- PT) to the Curriculum Committee. This proposal was approved in September 2013 and became effective on Fall 2014. To comply with the AA- PT, the department developed and submitted three new courses to the Curriculum Committee: PHIL 130- History of Ancient Philosophy, PHIL 140- History of Modern Philosophy, and PHIL 160- Symbolic Logic. The course outlines were approved by the Curriculum Committee in September 2013 as well.

a. Courses: The department continues to refine course offerings in support of students' successful academic experience. Evidence of these efforts has been the development of 100-level and 200-level courses such as Philosophy of Science and Technology, Philosophy of Art and Aesthetics, Philosophy of the Americas, Philosophy of Religion, Philosophy of the Body, Gender and Feminism, and Bioethics. The depth and breadth of the new courses coupled with on-going revisions of course outlines promote students' skills and knowledge proper to our discipline, contribute to complying with courses' SLOs (see Strength 1).

b. Courses articulation or complementary of each other: All philosophy courses are taught at an introductory level and require no previous philosophy preparation. On the other hand, the skills and methods common in philosophy courses are reinforced in each course by different means and pedagogical strategies. In this respect philosophy courses complement each other.

c. Prerequisites: All philosophy courses require the completion of ENGL 52, ENGL 72, or ENGL 100, with the exception of PHIL 200 in which ENGL 52 or ENGL 72 is recommended. Proficiency in reading and writing at the college level is fundamental for success in philosophy classes. In order to assist students with these endeavors the department has established a center for reading and writing philosophy, effective Fall 2013 (see Strength 2). In Spring 2020, the department will also offer a learning community with the Reading program.

d. Transfer/articulation agreements: Philosophy courses fulfill associate degree and transfer requirements for most academic programs across campus: Plan A for Associate in Arts Degree or Career Option (C-2), Plan B for the BA degree at the CSULB (B-2 Humanities), and Plan C (IGETC) to transfer to UC and CSU – (Area 3 – B, Arts and Humanities). Each of these plans includes 13 philosophy courses as alternatives to complying with associate degree and transfer requirements. Furthermore, the AA-T Philosophy degree (Fall 2014) is intended to offer a seamless transition from Cerritos College to any CSU campus to students majoring in philosophy. Goal 4 is intended to collect data to ascertain how effective transfers have been over the last five years.

e. Campus connections: Some examples of the Department of Philosophy's connections with other campus programs and departments are: PHIL109—Philosophy of Feminism, Gender, and the Body—is offered as WS 109 in the Women's Studies Program; PHIL 106—Introduction to Logic—fulfills a requirement for the Administration of Justice Program; PHIL 104—Philosophy of Cultural Diversity: Challenge and Change— fulfills a requirement for the Nursing Program.

### B. Demographics

The Research and Planning office provided the data for this section (see Appendix 1). Students enrolled in philosophy classes mirror the general demographic data of the student population at Cerritos College in gender, ethnicity, age, educational goal, student unit load, and part-time and full-time enrollment. According to the 2018-19 data the composition of students enrolled in philosophy classes is as follows: Female 52.9% and Male 45.6%; Hispanic/Latinx students are 70.8%, followed by Asian 12.1%, White 6.5%, and Black 4.3%. Compared with the previous six years, the percentage of Hispanic/Latinx students has increased (62.3% in 2012-2013), but it has gone up even more significantly in the last ten years (56.5% in 2008-2009). Over that six-year period, all other demographic categories have remained about the same. In regard to age, a great majority of our students are within the ages 20-24 (40.3%), followed by ages 19 or less (36.0%), and ages 25-29 (12.7%).

We have received from the school's registrar the following data on philosophy majors: there are twenty-one Philosophy majors for transfer and one Religious Studies major. In accordance with Goal 4, we intend to obtain regular collection of this data, and—although we are primarily a “service” department—we would like to increase the number of our majors.

#### C. Faculty, Staff, and Management Resources

The Department of Philosophy currently has three full-time faculty members and eight part-time instructors, depending on the availability of classes. One full-time faculty member holds a PhD in philosophy while the rest of the instructors hold a minimum of an MA degree in philosophy. Some of these instructors are doctoral candidates. All three full-time faculty members teach their required 15-units per semester. The department chair receives three units release time to address the management of the department. Required professional development duties are fulfilled as philosophers participate in regional, national, and international philosophy and other professional conferences. Concerning the professional climate, the professional environment and collaboration among full-time and part-time instructors is one of the most significant advantages of the department (see Strength 4). The collaboration of the department and the division offices is efficient and appreciated. On-going successful communication among staff, the academic dean, department chair, and instructors is evident on a daily basis.

#### D. Scheduling patterns

The department serves day and evening student populations. Philosophy classes are offered on an equal basis in Monday-Wednesday and Tuesday-Thursday patterns according to the number of courses available and students' needs. Relevance to student success: Most philosophy classes have a 40-student enrollment cap with the exception of PHIL 109, 201, and 203 (30 students) and PHIL 103, 130, and 140 (25 students).

#### E. Facilities

The department chair occupies SS 131, and one full-time and most part-time instructors share the same office (SS 132), enabling daily communication among faculty members, and thus enriching the intellectual and social landscape of the department (see Strengths 4 and 5). Philosophy classes are regularly scheduled in SS 136, SS 137, SS 307, SS 308, and BE 118 (for Aretē tutorial services). Information about philosophy is posted in each of the classrooms' bulletin boards as well as in the main bulletin board in the SS 136 – SS 137 hall, across from the offices of philosophy instructors.

#### F. Equipment/Technology

All classrooms are smart classrooms. At times, technology is disabled due to equipment age (broken BluRay players or light or speaker failure). Both department offices have computers and printers. Duplication capabilities are available on a limited basis using the division photocopy machine and “unlimited” service is available in the campus Publications office. Canvas has become the class-management standard in the department, enabling students to access grades, class materials, and communications from instructors and peers. E-mail is another highly effective mean of communication used by both, faculty and students alike. Other types of technology such as DVD/Blu Ray and trade books

(not provided by textbook publishing companies) are regularly supplied by instructors. Funds for materials acquisition are included in 2020-2021 department unit plan.

#### G. Instructional Improvement

1. Teaching effectiveness is assessed annually by student class assessments and tri-annually by peer review evaluations for both full-time and part-time instructors. A major interest in the department is to offer the academic support necessary for the completion of philosophy classes as required for transfer and for an AA degree. The majority of our students have a busy work-study schedule and many of them exhibit insufficient college readiness skills to complete their educational goal. The response of the department is the coordination of services and activities to address this situation. For these reasons, the cultivation of college readiness in philosophy classes is one of the major endeavors of the department for the next six years (see Goals 1, 2, 3, 6).

2. In order to address greater levels of teaching and learning philosophy the department has established Aretē: The Center for Reading and Writing in Philosophy (see Strength 2).

3. Student Learning Outcomes (SLOs): All philosophy courses have updated SLOs. (See Appendix 2 for philosophy course SLOs). At the program level the department has consistently participated in the campus effort to develop a sustainable SLOs practices. The department has developed and adopted direct and indirect SLOs assessment instruments over the past three to four years. Concerning Direct SLOs, the department developed multiple-choice tools for some of the courses (PHIL 100 and PHIL 102) and has used course SLOs to complete indirect SLOs assessment by comparing student performance overall with the SLOs. SLOs consistency: The department has used same direct and indirect SLOs assessment tools consistently in all classes since the campus-wide activities were coordinated by its institutional committee. However, in order to address multiple logistical issues and faculty academic freedom on the diversity of material options (although fulfilling the same SLOs), the department is designing a system promoting sustainable SLOs assessment practices. Faculty members will determine the alignment of SLOs with the respective course activities. Program changes will occur due to assessment outcomes. Student college readiness is a common theme that emerged in department meetings and professional development activities when addressing SLOs processes (see Opportunities 1 and 2; Goal 7). Syllabi in alignment with course outline of records: the practice of aligning the syllabus with the course outline has become commonplace among instructors. For example, not only is the course outline of record updated as SLOs are updated, but also each instructor's syllabus is modified accordingly.

The Philosophy Department's overall SLO Assessment Results (available at: [https://www.cerritos.edu/slo/includes/docs/2018\\_19\\_Reports/HSS\\_Summary\\_2016\\_to\\_2019\\_Assessment\\_Results.pdf](https://www.cerritos.edu/slo/includes/docs/2018_19_Reports/HSS_Summary_2016_to_2019_Assessment_Results.pdf)) over the last three years have been as follows:

44.1% Good  
36.1% Satisfactory  
19.3% Emergent

Over the same period, students taking PHIL 100 had better results:

51.47% Good  
31.03% Satisfactory  
17.50% Emergent

Not surprisingly, students taking PHIL 106 experienced difficulty:

32.99% Good  
43.19% Satisfactory  
23.85% Emergent

The overall results for the HHSS Division over the same period are as follows:

53.9% Good  
 29.0% Satisfactory  
 17.1% Emergent

The Philosophy Department's lower percentages for the Good and Emergent categories suggests that either (a) that our courses are intrinsically difficult (e.g. PHIL 106), (b) that our students are not well prepared to read primary sources or think and write critically (perhaps relevant to PHIL 100), or (c) our department needs to rethink how most effectively to teach philosophy for Cerritos College students. Our department's Goals 1 and 2 are intended to identify the cause(s) for student challenges in studying and teaching philosophy; and Goals 5-7 are, accordingly, intended to modify our course SLOs and to readjust our instructional methods for a new generation of students.

4. Retention patterns: According to the most recent data from the Research office, the level of success (grade C or better) in most philosophy classes is evident. Success is evident overall (69.9% for all courses) and especially in the following philosophy classes: PHIL 100, PHIL 102, PHIL 106, PHIL 109, and PHIL 201. Success rates below 70% for 2018-2019 are found in the following courses: PHIL 103, PHIL 104, PHIL 200, and PHIL 203; and in the new courses: PHIL 130, PHIL 140 (see Appendix 1). All these courses will be assessed (content and student outreach) to achieve a level of success comparable to other philosophy courses. The faculty of the department are mindful about students' academic (college readiness) and personal (employment and family life) challenges for which they foster an environment of support and guidance in class and outside of the classroom. Likewise, the support offered by Department of Philosophy and the Philosophy club continue fostering students' retention and success.

5. Course and Program Completion: All philosophy courses effectively fulfill general education requirements for the campus transfer student population.

6. Professional Environment: Department's social and professional relations are well exhibited among full-time and part-time faculty members. The values of equality and professional engagement are cultivated in the departmental life (in breadth and depth). Camaraderie, sense of humor, trust, good will, support, and collaboration are regularly in evidence. Our department is especially well known and regarded on campus for its annual student seminars and conference events on climate change, indigenous rights, colonialism and mass incarceration, and the legacy of Martin Luther King, Jr. (see Appendix 4). These events have been broadly promoted and have enjoyed standing-room-only turnouts in LC-155.

## **II. Strengths, Weaknesses, Opportunities, and Threats of the Program**

Strength 1: Faculty members are dedicated to delivering philosophy classes with content and practical values relevant to students' academic and professional needs. Many philosophy instructors teach required curricula in philosophy by means of problem solving; contemporary issues, and other teaching strategies. All instructors will continue to examine the content and teaching strategies to assess whether student learning has been accomplished (see Goals 1, 2, 5, 6).

Strength 2: The department is providing academic support to students enrolled in philosophy classes through Aretē, the Center to Reading and Writing in Philosophy. Aretē offers eight hours per week of instructional support in the areas of logic, writing philosophy papers, and test preparation. Two instructors of philosophy provide the services. Our Aretē tutoring center began in the fall semester of 2013 and has continued ever since. Over that time, it has served over 1,000 students and provided over 1,300 student hours of tutoring (see Appendix 3). Students are able to drop-in without the need for an appointment during the 3 days that the center is open. Students receive one-on-one tutoring and instruction in philosophy provided by a philosophy instructor. The program is able to meet a need that the library's tutoring center was not able to provide: tutoring in specialized subjects such as logical syllogisms and truth tables, Aristotelian and predicate logic, informal fallacies, ancient Greek philosophy, and many other topics. Students are also provided guidance in planning papers and preparing for tests. Finally, students can also have papers proof read before submission. In accordance with Goal 1, students will be emailed a survey at

the end of the Spring 2020 semester asking for their assessment of how well the center helped them reach their educational goals.

Strength 3: Since Fall 2008 an interdisciplinary Certificate of Achievement in “Contemporary World Cultures” is coordinated by the Department of Philosophy. The development of a brochure, the certificate’s Website, and outreach activities are part of the department’s service to the campus community. An Associate in Arts degree in Religious Studies became effective in Fall 2013 and it has been administered by the Department of Philosophy since that semester. Brochures, orientations, and other events are coordinated by the Department to offer information to students about the relevance of both degrees in the 21st century global community.

Strength 4: The Philosophy Department and the Philosophy Club have organized philosophy presentations aimed at engaging all philosophy students and students at large in the discussion of philosophical topics of general interest (see events listed in Appendix 4). Part-time and full-time philosophy instructors, as well as instructors from other departments, have been participating in these activities. A student conference is organized almost every semester: guest speakers and themes are scheduled to provide the opportunity to philosophy students to complement their classroom intellectual experience. Climate Change, Indigenous Rights, Colonialism and Mass Incarceration, and Social Justice are some of the themes selected in recent student conferences.

Strength 5: Optimal participation of part-time faculty members in the department’s student academic support. Part-time faculty members are promoting an environment of philosophy scholarship by dedicating time and personal attention to students interested in philosophical conversation and in improving their performance in the course. Part-time and full-time faculty members have participated in a once-a-month seminar to discuss textbooks and themes for possible adoption in philosophy classes. However, funding for this seminar no longer exists. In accordance with Goal 2, the department shall seek to have such funding restored.

Strength 6: Other Philosophy Department Students’ Academic Support a) The Bloomfield Scholarship awards \$500 annually to a student completing the standard requirements for Cerritos College scholarships and submitting an essay, a 750-word argumentative essay on a topic of applied ethics or on the philosophical relevance of a current event. b) The Philosophy Department Library provides support to students and faculty by lending available texts to students and faculty members. c) A new student journal (*The Philosophy Journal*) has been published once and has been a means for the Department to solicit outstanding writing from undergraduates enrolled at Cerritos College and other schools in Southern California. A second issue has been edited but—due to a lack of staff availability—it awaits formatting and publication. The department’s hope is to publish an issue annually.

Strength 7: Professor Joe Van de Mortel has done considerable outreach to the religious communities in our district. In conjunction with his courses, he has completed well over 250 field trips for students of philosophy and religious studies over the years (unfortunately, without the school’s financial support). These direct contact experiences have given students greater confidence, empathy, and understanding of faiths outside of their own religious-secular upbringing. Venues all over Southern California are opportunities for visits, including synagogues, mosques, temples, monasteries, and churches, representing Judaism, Islam, Jainism, Hinduism, Sikhism, Christianity, Buddhism (both Zen and Pure Land), Native American, etc.

Strength 8: A 2015-16 sabbatical leave project on climate change by Professor Ted Stolze has benefitted the Philosophy Department’s ability to assist students in mastering critical thinking skills and in appreciating basic scientific reasoning. Other benefits to the department are 1) Resources for faculty such as bibliography on climate change, guides for Philosophy Department faculty to teach about climate change 2) Development of a new philosophy course (PHIL 110) on Philosophy and Ecology. 3) Production of a comprehensive web page (“A New Climate for Philosophy”), linked to the Philosophy Department web page and dedicated to the topic of climate change. 4) Ongoing fall and spring student conference events.

Strength 9: Further development of the Philosophy Department Website (<https://cms.cerritos.edu/philosophy>). An invitation has been extended to all part-time and full-time members of the department to aid in the development of the philosophy Website as an “electronic brochure” for Cerritos College students. The purpose is to introduce philosophy as a living discipline, practical, and informational for the 21st-century college student. A collection of e-documents about all the classes offered by the department will be posted on the philosophy website. The collective project includes links, articles, philosophical puzzles, recommendations of readings, explorations of issues, current topics examined in classes, films, and favorite classical passages for students to read, etc. Other social media has been implemented to communicate students’ events and information about the department's support services.

Weakness 1: Limitations (lack of program coordination) to address students’ lack of readiness for academic success in the areas of:

- Classroom etiquette
- Understanding philosophy as a discipline and practice
- Appropriate level textbooks and other materials
- Persistence in reading primary sources (see Goals 1, 2, 3)

Weakness 2: Aretē has struggled to expand the number of students and student hours over the years. Although we are well ahead of our slowest year (2016), we’ve yet to match our highest numbers from 2014 (see Appendix 3). Recent declining enrollment campus-wide continues to challenge us. We attempted to implement “workshops” on areas of student interest (planning papers, truth tables), but found attendance for these was lower than for our regular drop-by tutoring.

Weakness 3: Lack of up-to-date information about the number of philosophy major and minors.

Opportunity 1: Faculty professional development to address college readiness effectively.

Opportunity 2: Schedule professional development workshops on teaching strategies in collaboration with CTX. To create opportunities for part-time philosophy instructors to attend professional development activities.

Opportunity 3: Further student outreach to increase awareness of Aretē should be pursued. Tracking of students’ grades before and after attending Aretē sessions would also help us determine our effectiveness.

Opportunity 4: Develop a new course in Comparative Nonviolence and offer conferences and workshops in this area.

Opportunity 5: Continue fostering enrollment and completion of two additional programs coordinated by the Department of philosophy: Religious Studies Associate Degree and Contemporary World Cultures Certificate of Achievement.

Opportunity 6: An internal departmental challenge is the vacancy of one full-time position in the Department and the need for a replacement. Although we hired a new tenure-track instructor for 2020-2021, within the next five years we should hire another faculty member, preferably with expertise in non-Western philosophies and/or Gender Studies.

### III. Goals of the Program

Ref	Goal	Action to Be Taken	Completion Date	Person Assigned
S1, S2, W1, W2, O1, O3	<b>MID-RANGE</b>	a. Continue discussions with	Spring 2020	Mittendorf Van de Mortel

	1. Develop a system (tools, guidelines) for instructors to identify and address student college readiness for academic success in philosophy classes.	colleagues in the Reading program to pair sections so that students can develop confidence in reading primary sources in philosophy. Ideally, there will be at least one reading section paired with PHIL 100 sections every semester. The two departments will meet at least once per semester to discuss how well this pairing is working.		
		b. Schedule one working session with all full-time faculty and an invitation for all part-time faculty in order to discuss methods and activities to increase awareness and to provide guidelines to students on classroom academic performance and to assess the level of student understanding of college readiness.	Spring 2020	Stolze
		c. Students will be emailed a survey at the end of the semester asking for their assessment of how well the Aretē center can better help them reach their educational goals.		Mittendorf Spooner
	2. Schedule professional development opportunities for addressing Fall 2019 student evaluation scores below the division average	a. Invite philosophy instructors to share their informal mini-assessment findings at department meetings or professional development events.	Spring 2020	Stolze

		b. Schedule a workshop on diversity of students' learning styles and relevant classroom teaching techniques.	Fall 2020	Stolze
		c. Begin to track students' grades before and after attending Aretē sessions in order to help determine its effectiveness. The Aretē coordinator will maintain an electronic log to gather this data.	Fall 2020	Stolze Spooner Sutherland
		d. Coordinate one workshop on how to increase dialogues between faculty and students on college readiness and academic success.	Spring 2021	Mittendorf
S1, S3, S4, S7, O4	3. Develop a new course on Comparative Nonviolence	a. Prepare a new course outline and submit it to the Curriculum Committee.	Spring 2021	Van de Mortel
		b. Hold a major conference on comparative nonviolence in order to generate interest in the topic and the new course.	Fall 2021	Van de Mortel Stolze
S1, S2, S4, S5, S9, W1, W3, O5	4. Identify undeclared philosophy-major students in order to increase the number of philosophy major transfer students. The department chair will create an email draft for all faculty to distribute to their students and follow up with faculty to insure that they have sent the	a. Examine rosters to identify students with undeclared majors and follow-up on students' Education Plan. Encourage students to consider philosophy as a viable major for a baccalaureate degree.	Spring 2022	Stolze, Van de Mortel, and Mittendorf

	email to their undeclared majors.			
		b. Provide information to students about the AA-T Philosophy program in all philosophy classes.	Spring 2022	Stolze
		c. Develop a new Philosophy Department brochure introducing the AA-T Philosophy program to students.	Spring 2022	Mittendorf
		d. Coordinate an orientation session for philosophy majors with the Transfer Center.	Fall 2022	Mittendorf
S1, S2, S5, W1, O1, O2	5. Compare data of student college readiness for academic success in philosophy classes.	a. Compare 2021-2022 student success and retention data with future academic years by providing a comparative analysis of the previous five-year cycle to assess the overall trend of college readiness in philosophy classes.	Fall 2022	Stolze Mittendorf Van de Mortel
S1, S2, S5, W1, W3	6. Compare data of the course offerings in philosophy vis-à-vis students' academic needs.	a. Collect information on the efficiency of course offerings in the department by comparing academic year 2022-2023 with previous academic years, including, day, time and types of courses.	Spring 2023	Stolze Mittendorf
		b. Distribute a student survey to determine the strengths and weaknesses of the department's support for students, such as: Aretē: The Center for Reading and Writing in Philosophy; annual	Spring 2023	Stolze Mittendorf

		one-day student conferences, Philosophy Club, Bloomfield Philosophy Student Scholarship, and other academic support activities.		
S1, S5, W1	7. Analyze SLOs, their direct assessment, and their impact on the improvement of teaching and student learning in the Department of Philosophy	a. Develop and implement a faculty workshop to assess teaching and learning processes by analyzing the results of the student survey.	Spring 2023	Stolze Mittendorf
		b. Examine effectiveness of the SLOs assessment process in SLOs alignment with classroom activities (exams, students' projects, philosophy journals, etc.)	Spring 2023	Stolze Mittendorf
		c. Hold a faculty workshop to examine samples of the alignment of course SLOs with their respective course activities (exams and other class activities).	Spring 2023	Stolze Mittendorf
		d. Hold a faculty workshop to share samples of SLOs instruments developed by faculty members and recommended revisions as necessary.	Spring 2023	Stolze Mittendorf
W1, T1	<b>LONG-RANGE</b> 8. Prepare and present a justification to hire a full-time faculty member.	a. Gather information and write a justification on the benefits to the college community of hiring a new full-time faculty member.	Spring 2023	Stolze Van de Mortel Mittendorf

		b. Present the justification to the Planning and Budget Committee.	Fall 2024	Stolze Van de Mortel Mittendorf
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## **Appendix 1: Research and Planning Office Data**

Term Academic Year Description	Distinct Count	Completion Rate	Success Rate
2018-2019	1,703	82.9%	84.4%
2017-2018	1,748	83.8%	86.6%
2016-2017	1,763	85.6%	86.8%
2015-2016	1,881	84.5%	84.5%
2014-2015	1,888	85.7%	85.6%
2013-2014	1,852	87.6%	89.0%
2012-2013	1,872	89.6%	88.5%
2011-2012	1,782	87.3%	86.9%
2010-2011	1,832	85.8%	88.0%
2009-2010	1,959	86.1%	86.8%
2008-2009	1,877	88.8%	87.3%

Distinct Count		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	
PHIL	100	864	841	685	688	705	827	820	785	795	831	770	
	102	250	328	311	277	312	249	241	273	228	223	394	
	103	134	187	164	166	185	170	209	257	359	360	306	
	104	276	217	210	183	180	173	158	215	194	201	143	
	105			39	42								
	106	289	259	260	277	282	286	258	283	210	155	110	
	107				33								
	108			39									
	109					33				9	6	5	
	130							26	21		21	9	
	140							40			14	15	
	160							17					
	200	141	208	217	160	210	159	150	131	68	63	50	
	201	31	43	31	32	33	29	29	21	17	17	17	
	203						42	40	26	19	25	22	
	204	16	42	40	46	45		32					
	205						39						
	206	31	39	43	41	43	34	37	21				
	298	2	4	8	6	9	9	7	4	2	1		
	299			4	8	5	7	5	2	4	1		

Completion Rate		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
PHIL	100	87.3%	89.2%	85.3%	87.9%	89.5%	89.5%	87.4%	80.7%	82.8%	86.0%	82.5%
	102	85.7%	85.0%	92.0%	88.9%	92.6%	92.8%	91.8%	93.4%	91.7%	81.5%	85.9%
	103	86.6%	87.8%	79.3%	82.8%	90.3%	82.5%	85.4%	88.5%	88.7%	81.9%	81.4%
	104	90.7%	78.4%	85.3%	92.4%	95.6%	93.1%	86.8%	88.9%	87.8%	89.7%	81.9%
	105			84.6%	64.3%							
	106	95.6%	84.3%	80.6%	86.6%	84.7%	78.0%	76.7%	82.5%	81.1%	77.2%	85.6%
	107				75.8%							
	108			53.8%								
	109					54.5%				100.0%	66.7%	100.0%
	130							84.6%	61.9%		85.7%	66.7%
	140							97.5%			78.6%	80.0%
	160							70.6%				
	200	86.6%	84.8%	90.8%	87.7%	87.6%	88.2%	80.1%	78.8%	89.7%	77.8%	76.5%
	201	90.3%	81.4%	90.3%	93.8%	93.9%	96.6%	86.2%	95.2%	82.4%	52.9%	88.2%
	203						88.1%	92.5%	80.8%	84.2%	96.0%	72.7%
	204	87.5%	81.0%	95.0%	91.3%	95.6%		87.5%				
	205						71.8%					
	206	93.5%	97.4%	97.7%	85.4%	100.0%	91.2%	70.3%	85.7%			
	298	100.0%	75.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	299			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%

<b>Success Rate</b>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
PHIL	100	86.6%	88.0%	84.6%	86.9%	87.3%	88.3%	85.9%	84.6%	88.7%	87.4%	87.2%
	102	82.3%	91.2%	94.1%	87.1%	94.8%	94.8%	87.5%	91.8%	88.6%	91.9%	85.8%
	103	84.5%	92.2%	85.4%	85.0%	92.8%	87.2%	86.3%	91.4%	89.4%	85.9%	79.9%
	104	89.4%	86.0%	89.4%	88.9%	86.7%	93.2%	86.2%	76.7%	81.4%	85.2%	73.7%
	105			87.9%	96.3%							
	106	86.1%	81.3%	89.2%	85.7%	85.2%	85.3%	84.3%	76.7%	76.7%	79.5%	85.3%
	107				84.0%							
	108			81.0%								
	109					77.8%				100.0%	75.0%	100.0%
	130							95.5%	84.6%		83.3%	100.0%
	140							89.7%			100.0%	75.0%
	160							83.3%				
	200	95.9%	75.4%	84.3%	83.1%	84.8%	84.5%	71.1%	76.9%	86.9%	81.6%	89.7%
	201	92.9%	88.6%	100.0%	80.0%	83.9%	96.4%	100.0%	90.0%	92.9%	77.8%	80.0%
	203						91.9%	94.6%	100.0%	100.0%	87.5%	68.8%
	204	100.0%	100.0%	100.0%	100.0%	93.0%		78.6%				
	205						82.1%					
	206	100.0%	81.6%	90.5%	88.6%	93.0%	93.5%	100.0%	100.0%			
298	100.0%	100.0%	100.0%	100.0%	88.9%	100.0%	85.7%	100.0%	50.0%	100.0%		
299			100.0%	87.5%	100.0%	71.4%	60.0%	50.0%	66.7%	100.0%		

<b>Distinct Count</b>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
A		682	658	550	514	631	556	544	537	649	647	648
B		555	623	595	594	596	627	547	550	462	444	410
C		289	279	312	314	331	337	371	322	252	243	193
D		84	123	88	115	107	96	109	96	92	96	62
D*		3	9	4	13	5	6	7	5	5	2	
F		129	106	109	89	91	87	133	152	111	116	145
F*		10	8	11	8	4	4	9	15	3	1	
FW		11	10	11	16	14	20	9	19	6	16	10
I								1				30
MW						2						
NP		1										
P		2	3	3	1	3	1	3	1	2	3	2
W		216	283	275	227	194	226	277	288	266	285	296

<b>Percentage</b>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
A		34.4%	31.3%	28.1%	27.2%	31.9%	28.4%	27.1%	27.1%	35.1%	34.9%	36.1%
B		28.0%	29.6%	30.4%	31.4%	30.1%	32.0%	27.2%	27.7%	25.0%	24.0%	22.8%
C		14.6%	13.3%	15.9%	16.6%	16.7%	17.2%	18.5%	16.2%	13.6%	13.1%	10.7%
D		4.2%	5.9%	4.5%	6.1%	5.4%	4.9%	5.4%	4.8%	5.0%	5.2%	3.5%
D*		0.2%	0.4%	0.2%	0.7%	0.3%	0.3%	0.3%	0.3%	0.3%	0.1%	
F		6.5%	5.0%	5.6%	4.7%	4.6%	4.4%	6.6%	7.7%	6.0%	6.3%	8.1%
F*		0.5%	0.4%	0.6%	0.4%	0.2%	0.2%	0.4%	0.8%	0.2%	0.1%	
FW		0.6%	0.5%	0.6%	0.8%	0.7%	1.0%	0.4%	1.0%	0.3%	0.9%	0.6%
I								0.0%				1.7%
MW						0.1%						
NP		0.1%										
P		0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%
W		10.9%	13.5%	14.0%	12.0%	9.8%	11.5%	13.8%	14.5%	14.4%	15.4%	16.5%

<b>Distinct Count</b>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
19 or less		727	793	633	613	543	527	614	584	567	613	616
20 - 24		823	859	887	903	1,015	1,008	932	960	841	768	691
25 - 29		166	157	178	148	189	199	229	223	212	212	217
30 - 34		75	74	67	68	67	66	64	60	76	84	83
35 - 39		33	43	36	33	34	31	24	23	27	34	44
40 - 49		52	39	27	27	23	23	32	34	34	34	46
50 or more		18	12	16		10	10	10	13	20	16	16

<b>Percentage</b>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
19 or less		38.4%	40.1%	34.3%	34.0%	28.9%	28.3%	32.2%	30.8%	31.9%	34.8%	36.0%
20 - 24		43.5%	43.4%	48.1%	50.1%	54.0%	54.1%	48.9%	50.6%	47.3%	43.6%	40.3%
25 - 29		8.8%	7.9%	9.7%	8.2%	10.0%	10.7%	12.0%	11.8%	11.9%	12.0%	12.7%
30 - 34		4.0%	3.7%	3.6%	3.8%	3.6%	3.5%	3.4%	3.2%	4.3%	4.8%	4.8%
35 - 39		1.7%	2.2%	2.0%	1.8%	1.8%	1.7%	1.3%	1.2%	1.5%	1.9%	2.6%
40 - 49		2.7%	2.0%	1.5%	1.5%	1.2%	1.2%	1.7%	1.8%	1.9%	1.9%	2.7%
50 or more		1.0%	0.6%	0.9%	0.5%	0.5%	0.5%	0.5%	0.7%	1.1%	0.9%	0.9%

<b>Completion Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
19 or less	90.1%	89.5%	88.7%	90.4%	92.8%	90.3%	90.5%	87.6%	89.4%	88.4%	85.4%
20 - 24	86.8%	83.8%	83.2%	86.5%	88.5%	85.7%	83.3%	82.0%	84.2%	81.1%	81.5%
25 - 29	90.3%	82.1%	86.6%	85.1%	86.5%	86.4%	84.2%	83.3%	81.2%	82.3%	77.6%
30 - 34	90.4%	86.9%	87.7%	78.1%	88.2%	94.5%	84.7%	88.7%	86.9%	81.4%	87.8%
35 - 39	94.1%	82.6%	86.0%	81.1%	94.6%	94.3%	89.3%	96.0%	85.7%	83.3%	86.7%
40 - 49	89.7%	90.0%	89.3%	83.3%	91.7%	92.9%	89.2%	88.6%	78.9%	83.3%	86.0%
50 or more	94.7%	91.7%	94.1%	100.0%	83.3%	100.0%	41.7%	93.3%	90.9%	81.0%	81.3%

<b>Success Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
19 or less	88.4%	86.0%	87.0%	86.6%	91.1%	88.2%	83.2%	82.7%	87.9%	86.9%	83.3%
20 - 24	84.0%	86.0%	86.9%	86.1%	87.0%	88.8%	86.2%	84.4%	84.8%	84.1%	83.8%
25 - 29	91.2%	93.0%	91.7%	90.9%	87.7%	89.3%	88.1%	82.9%	89.0%	90.2%	83.5%
30 - 34	94.7%	86.3%	95.8%	89.5%	89.6%	92.8%	86.9%	95.2%	86.3%	91.1%	88.6%
35 - 39	90.6%	92.1%	91.9%	90.0%	82.9%	93.9%	88.0%	95.8%	95.8%	100.0%	97.4%
40 - 49	94.2%	94.4%	96.0%	92.0%	100.0%	84.6%	90.9%	90.3%	100.0%	90.0%	88.4%
50 or more	100.0%	90.9%	93.8%	80.0%	100.0%	100.0%	80.0%	100.0%	90.0%	82.4%	92.3%

<b>Distinct Count</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	8	9	1	4	2	3	2	3			3
Asian	297	295	207	248	237	238	203	172	165	188	206
Black or African American	118	99	98	86	106	90	87	105	99	72	74
Hispanic or Latino	1,060	1,010	1,059	1,027	1,169	1,238	1,323	1,348	1,278	1,273	1,206
Native Hawaiian or Other Pacific Islander	9	13	9	4	5	5	10	9	9		3
Race/ethnicity Unknown	177	363	298	221	172	115	102	89	60	66	47
Two or More Races	31	34	34	40	37	38	49	51	51	48	53
White	177	136	126	152	144	125	112	104	101	91	111

<b>Percentage</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	0.4%	0.5%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%		0.1%	0.2%
Asian	15.8%	15.1%	11.3%	13.9%	12.7%	12.9%	10.8%	9.1%	9.4%	10.8%	12.1%
Black or African American	6.3%	5.1%	5.3%	4.8%	5.7%	4.9%	4.6%	5.6%	5.6%	4.1%	4.3%
Hispanic or Latino	56.5%	51.6%	57.8%	57.6%	62.4%	66.8%	70.1%	71.7%	72.5%	72.8%	70.8%
Native Hawaiian or Other Pacific Islander	0.5%	0.7%	0.5%	0.2%	0.3%	0.3%	0.5%	0.5%	0.5%	0.5%	0.2%
Race/ethnicity Unknown	9.4%	18.5%	16.3%	12.4%	9.2%	6.2%	5.4%	4.7%	3.4%	3.8%	2.8%
Two or More Races	1.7%	1.7%	1.9%	2.2%	2.0%	2.1%	2.6%	2.7%	2.9%	2.7%	3.1%
White	9.4%	6.9%	6.9%	8.5%	7.7%	6.7%	5.9%	5.5%	5.7%	5.2%	6.5%

<b>Completion Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	87.5%	88.9%	100.0%	100.0%	100.0%	75.0%	66.7%	33.3%		100.0%	66.7%
Asian	91.9%	88.4%	89.6%	90.1%	94.1%	88.4%	86.8%	87.1%	87.3%	85.0%	82.3%
Black or African American	88.4%	87.1%	79.4%	89.1%	87.6%	80.8%	88.0%	83.2%	79.0%	80.0%	78.5%
Hispanic or Latino	87.6%	83.7%	85.3%	86.5%	89.2%	88.1%	85.3%	83.9%	85.1%	83.2%	83.5%
Native Hawaiian or Other Pacific Islander	80.0%	80.0%	70.0%	75.0%	80.0%	60.0%	81.8%	80.0%	100.0%	55.6%	66.7%
Race/ethnicity Unknown	93.3%	89.9%	87.4%	87.8%	87.6%	85.4%	86.8%	86.0%	83.9%	89.0%	83.0%
Two or More Races	84.6%	85.4%	71.8%	85.4%	89.8%	84.4%	87.7%	80.7%	91.4%	90.9%	87.5%
White	87.9%	89.0%	89.1%	87.3%	90.0%	91.1%	85.3%	89.8%	92.0%	87.7%	78.5%

<b>Success Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		0.0%	100.0%
Asian	91.2%	93.1%	91.8%	91.4%	91.7%	90.7%	91.7%	94.7%	86.7%	93.2%	94.7%
Black or African American	77.6%	91.1%	86.4%	82.9%	82.8%	83.8%	88.9%	79.8%	83.1%	85.0%	83.9%
Hispanic or Latino	86.8%	83.5%	86.3%	85.0%	88.0%	88.9%	84.2%	83.3%	87.5%	85.8%	82.4%
Native Hawaiian or Other Pacific Islander	62.5%	66.7%	85.7%	33.3%	100.0%	33.3%	66.7%	50.0%	66.7%	40.0%	100.0%
Race/ethnicity Unknown	86.3%	88.5%	90.2%	90.2%	85.3%	90.1%	89.5%	83.7%	84.6%	78.5%	75.0%
Two or More Races	87.9%	85.7%	89.3%	85.4%	88.6%	84.2%	78.0%	87.0%	83.0%	92.0%	89.8%
White	91.4%	89.1%	91.6%	90.1%	94.4%	91.9%	88.9%	88.7%	87.4%	91.4%	88.4%

<b>Distinct Count</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Female	1,003	1,030	953	905	985	936	981	961	892	928	901
Unknown	33	41	50	27	21	27	27	35	26	26	25
Male	841	888	829	850	866	889	880	885	845	794	777

<b>Percentage</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Female	53.4%	52.6%	52.0%	50.8%	52.6%	50.5%	52.0%	51.1%	50.6%	53.1%	52.9%
Male	44.8%	45.3%	45.3%	47.7%	46.3%	48.0%	46.6%	47.0%	47.9%	45.4%	45.6%
Unknown	1.8%	2.1%	2.7%	1.5%	1.1%	1.5%	1.4%	1.9%	1.5%	1.5%	1.5%

<b>Completion Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Unknown	97.3%	88.5%	91.2%	90.0%	91.3%	93.5%	90.0%	76.7%	85.7%	86.2%	93.5%
Female	89.2%	85.8%	86.0%	88.2%	90.2%	88.0%	85.7%	85.6%	84.7%	82.5%	82.6%
Male	88.0%	86.5%	85.3%	86.4%	89.0%	87.1%	85.5%	83.6%	86.6%	85.3%	82.8%

<b>Success Rate</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Female	87.4%	86.9%	88.4%	87.5%	88.8%	89.3%	85.7%	84.6%	88.3%	87.4%	84.3%
Unknown	88.9%	84.8%	88.5%	85.2%	90.5%	96.6%	88.9%	87.9%	83.3%	88.0%	75.9%
Male	87.2%	86.8%	87.6%	86.3%	88.2%	88.4%	85.3%	84.3%	85.5%	85.7%	84.8%

## **Appendix 2: Department of Philosophy Student Learning Outcomes**

### **I. Department Learning Outcomes**

1. Students read primary sources in philosophy and understand main arguments.
2. Students compare and contrast the core of a philosophical problem, issue, or question by referencing the inquiry to a system (history, topic, philosophers, etc.).
3. Students defend a philosophical position, view, or theory from more than one perspective.
4. Students develop and defend student's own philosophical point of view.
5. Students demonstrate a basic understanding of methods of philosophy (relevant to each of the courses offered at Cerritos College).
7. Students identify/recognize consistencies and inconsistencies of specific philosophical theories or worldviews.

### **II. Student Learning Outcomes by Course**

#### **PHIL 100 - Introduction to Philosophy**

1. 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.
2. Students demonstrate basic understanding to some aspects of the branches of philosophy: a) 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)
3. Students demonstrate an enhanced ability to articulate ideas about philosophical issues.
4. Students demonstrate a basic understanding of the methods of philosophy.
5. Students evaluate philosophical methods, assumptions, and principles to analyze philosophical ideas and positions including but not exclusive to contemporary problems and issues.
6. Students explain and evaluate philosophical arguments, methods, assumptions, and principles for epistemology, metaphysics, ethics, and aesthetics.

#### **PHIL 102 - Introduction to Ethics**

1. Students explain and appreciate what moral philosophy is and apply at least two moral theories to issues in selected areas such as business, economics, the environment, health, personal responsibility, and politics, among many other applied ethics topics.
2. Students define major moral theories in the Western and non-Western traditions.
3. Students explain philosophical arguments, methods, fundamental assumptions, and principles in ethical theory including Deontology, Utilitarianism, Virtue Ethics, Ethical Relativism, Ethical Subjectivism, and Ethical Egoism.
4. Students apply knowledge of major ethical theories to moral problems.
5. Students compare and contrast competing ethical theories and subject them to critical analysis.

#### **PHIL 103 - Philosophical Reasoning: Critical Thinking in Philosophy**

1. 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.
2. Students recognize the difference between arguments and non-arguments (explanations, descriptions, and reports).
3. Students identify the conclusion of an argument.
4. Students identify and evaluate the support for the conclusion.
5. Students recognize the context and purpose of an argument.
6. Students produce written work that follows Standard English and documentation.

### **PHIL 104 - Philosophy of Cultural Diversity: Challenge and Change**

1. Students demonstrate an understanding and appreciation about what philosophy of cultural diversity is by: a) exhibiting basic comprehension in the areas of mythic consciousness, cultural relativism, ethnocentrism, cultural diversity, the universal moral community, human rights, citizenship, global justice, and worldviews; and, b) displaying an awareness of social conditions and challenges as they are viewed from the perspective of others who are culturally different from the student.
2. Students differentiate between cultural relativism and universal moral values.
3. Students understand and engage in the practice of philosophical inquiry relevant to global cultural issues.
4. Students demonstrate basic understanding of philosophical concepts, philosophers, and their contributions to world philosophy.
5. Students comprehend and analyze Eastern and Western philosophical texts, recognize philosophical claims, and assess the merit of the evidence.

### **PHIL 105 - Philosophy of Art and Beauty**

1. Students apply at least two aesthetic theories (one classical and one modern) to a work of art, novel, a collection of poetry, a play, a collection of paintings, a CD or musical performance, or a movie, in order to demonstrate an appreciation and understanding for the philosophical activity and theory of aesthetics and philosophy of art.
2. Students demonstrate an understanding of basic concepts and methods of aesthetics and philosophy of art.
3. Students define and competently use philosophical terminology in discussions of aesthetics and philosophy of art.
4. Students define major movements of aesthetics and philosophy of art in the history of philosophy.
5. Students apply different aesthetic theories to specific artistic expressions and styles.
6. Students demonstrate an understanding of course material by expressing oneself cogently and reflectively on the issues of beauty, art, and philosophy.

### **PHIL 106 - Introduction to Logic**

1. Students demonstrate proficiency in critical thinking and understanding of deductive and inductive reasoning and competence in the basic analytical methods of logic.
2. Students identify non-argumentative passages such as explanation, illustration, conditional statements, reports, and unsupported assertions.
3. Students translate English arguments into symbolic form.
4. Students identify and assess the validity (and invalidity) of deductive arguments (by means of Venn diagrams and truth tables) and the strength (and weakness) of inductive arguments.
5. Students identify informal and formal fallacies.
6. Students apply rules of inference and equivalence in proving the validity of deductive arguments.

### **PHIL 107 - Philosophy of Science and Technology**

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

### **PHIL 108 - Philosophy of the Americas**

1. 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 philosophy.

2. Students demonstrate a basic understanding of methods of philosophy.
3. Students compare and contrast theories in metaphysics, epistemology, aesthetics, and ethics relevant to the four worldviews examined in the course.
4. 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.
5. Students think critically about at least two ontological, epistemological, methodological, ethical, or religious questions that arise from the four worldview systems.

### **PHIL 109 – Philosophy of the Body, Feminism, and Gender**

1. Students explain traditional and non-canonical arguments in support of or against the ontology of body, feminism, and gender.
2. Students provide examples of theories on gender identity, the nature of the self and personal identity, friendship, and personal relationships.
3. Students explain traditional and non-traditional theories of feminist conceptions of knowledge, philosophy of language, philosophy of religion, and philosophy of science.
4. Students compare and contrast male responses to contemporary moral, social, and political feminist theories.
5. Students relate feminist questions about beauty and art to the traditional and non-traditional canons of theories of the body, feminism, and gender.

### **PHIL 130 – History of Ancient Philosophy**

1. Students list and define key thinkers of Ancient philosophy.
2. Students understand the role of interpretation of texts in deciding the position and key concepts, theories, and arguments of individual Ancient philosophers.
3. Students compare and contrast the main contributions and ideas of philosophers in the Ancient period.
4. Students know the difference between the Pre-Socratics, the Sophists, and the great systems of Plato and Aristotle.
5. 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.
6. 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.

### **PHIL 140 – History of Modern Philosophy**

1. Students define and competently use philosophical terminology in discussions of philosophy.
2. Students demonstrate critical philosophical skills to present accurately and to interpret positions of seventeenth and eighteenth century philosophers, based on readings of their primary texts.
3. Students critically analyze, evaluate, and compare and contrast major arguments, assumptions, principles, styles, and methods of seventeenth and eighteenth century philosophers.
4. 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.
5. 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)

### **PHIL 160 – Symbolic Logic**

1. Students demonstrate ability to assess whether an argument is valid or invalid, based on its underlying logical form.
2. Students recognize the logical form of sentences in English.
3. Students translate English arguments into symbolic form.

4. Students demonstrate validity by means of Venn diagrams and truth tables.
5. Students demonstrate 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.
6. Students apply inference rules for predicate logic, Universal Instantiation, Existential Instantiation, Existential Generalization, and Universal Generalization.
7. Students demonstrate truth-tree techniques for evaluating arguments.
8. Students explain some of the philosophical problems relevant to symbolic logic.

### **PHIL 200 - World Religions**

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

### **PHIL 201 - Contemporary Philosophy**

1. 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.
2. Students explain successfully at least three of the following concepts examined by the above philosophical movements: self and subjectivity; mind and consciousness; alienation, anxiety, and authenticity, freedom and determinism, gender, race, nationality, and social justice.
3. Students recognize and explain the role of language, meaning, and truth in philosophical inquiry.
4. Students develop a philosophical analysis of a contemporary cultural, political, religious, or scientific problem.
5. Students distinguish between 'analytic' and 'continental' approaches to doing philosophy.

### **PHIL 203- Philosophy of Religion**

1. Students compare and contrast Western and non-Western approaches to religion and religious experience.
2. Students understand the use the vocabulary of the philosophy of religion.
3. 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.
4. Students think critically about sacred texts and their interpretation.
5. Students examine the relationship between science and religion.

### **PHIL 204 - Philosophy of the Bible I (Hebrew Scripture)**

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

### **PHIL 205 - Introduction to Bioethics**

1. 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.

2. Students use effectively the vocabulary of the bioethics.
3. Students critically discuss and produce possible resolutions of at least two current issues relevant to bioethics.
4. Students think critically about at least two ontological, epistemological, methodological, ethical, or religious questions that arise in bioethics.

**PHIL 206 - Philosophy of the Bible II (Christian Scriptures)**

1. Students understand and critically appreciate the different methods of interpretation (historical, literary, cultural, and philosophical) of the Christian scriptures.
2. Students explain and evaluate the significance of the quest for the historical Jesus.
3. Students explain the significance of "Q" in the New Testament studies.
4. Students discuss and evaluate the development of the New Testament Canon.
5. Students explain how the early church was viewed by the Roman government.
6. Students evaluate the reasons why some first-century Jews accepted Jesus as the Messiah and some rejected him.
7. Students understand and illustrate the four different portraits of Jesus in the canonical Gospels.

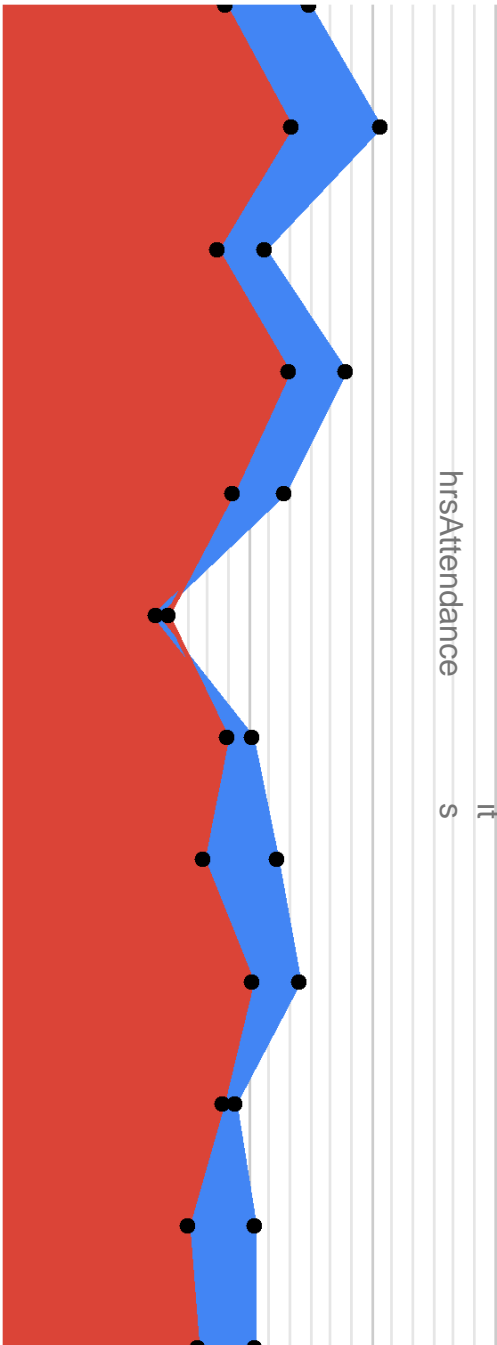
## **Appendix 3: Aretē Usage and Trends**

# Attendance hrs

# Visits Student & Hours

Semester

Fall 2013  
Spring 2014  
Fall 2014  
Spring 2015  
Fall 2015  
Spring 2016  
Fall 2016  
Spring 2017  
Fall 2017  
Spring 2018  
Fall 2018  
Spring 2019



hrsAttendance

Visits Student & Hours

**Appendix 4: Recent Campus Events  
Sponsored by the Philosophy Department**

**OPEN**

**Cerritos College**  
Department of Philosophy  
Philosophy Club

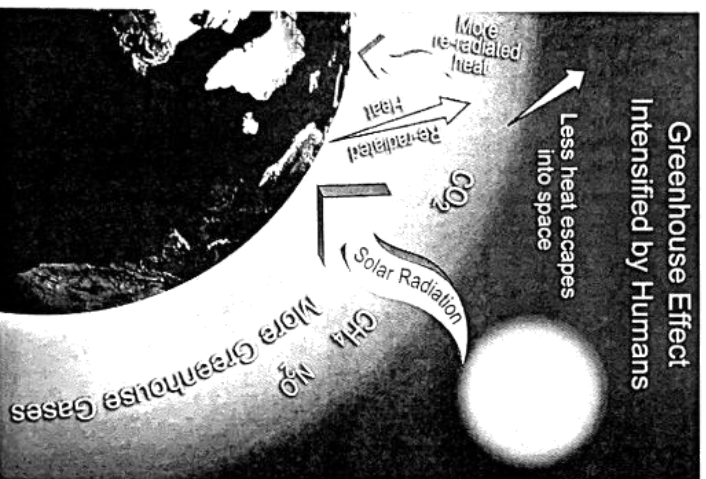
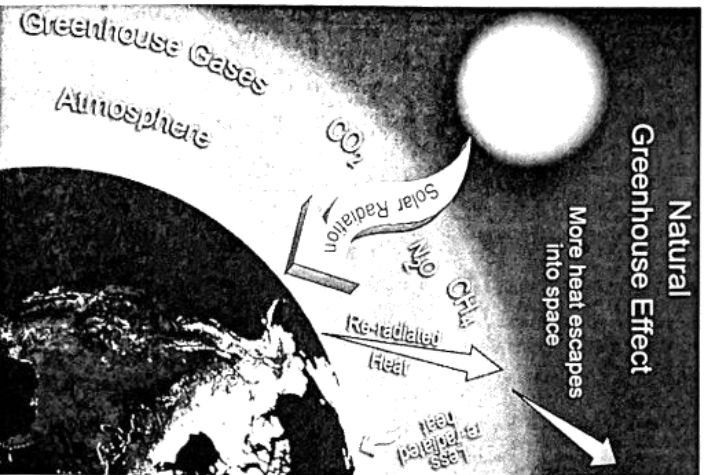
**Socrates Café**

# Learning to Die in the Anthropocene

## Student Conference on Global Warming



Human Influence on the Greenhouse Effect



**Guest Speaker:**  
**Dr. Roy Scranton**  
**University of Notre Dame**

**Date:** Thursday, March 30<sup>th</sup>  
**Place:** LC 155  
**Time:** 9:30 am— 12:15 pm

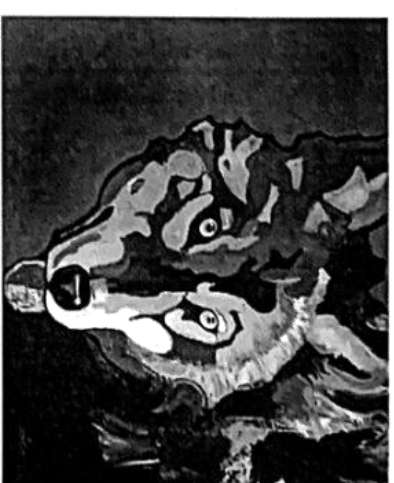
**Nobody on this planet is going to be untouched by the impacts of climate change.**

— *Rajendra K. Pachauri* —



**Cerritos College**  
Department of Philosophy

# Gender Equality and Native Americans for Social Justice



**Guest Speaker:**

**Prof. Dina Gilio-Whitaker**  
Lecturer in Native American  
Studies, CSU San Marcos

**Date:** Thursday, October 26<sup>th</sup>

**Place:** LC 155

**Time:** 9:30am – 12:15pm

**Session 1, 9:30-10:50** “Surfing and Native Cultures”

**Session 2, 11:00 – 12:15** “Our Hearts on Not on the

**Ground: Gender Dynamics at Standing Rock”**



Cerritos College Department of Philosophy presents:  
A Student Conference on the book "City of Inmates"

# Colonialism, Rebellion, and Incarceration



"Mass incarceration is mass elimination... Incarceration operates as a means of purging, removing, caging, containing, erasing, disappearing, and eliminating targeted populations from land, life, and society in the United States."

—Kelly Lytle Hernández

Special Guest and Author

Professor Kelly Lytle Hernández  
Department of History, UCLA



## Thursday, April 19<sup>th</sup>

Located in LC 155

**11:00AM - 12:15PM**  
*Campus-Wide Event*

**12:30PM - 1:45PM**  
*Student Seminar*

814-9372

a student conference on the book *To the Promised Land*

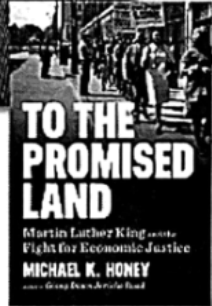
# MARTIN LUTHER KING AND THE FIGHT FOR ECONOMIC JUSTICE



Presented by **Michael K. Honey**

Haley Professor of Humanities, University of Washington, Tacoma

and author of *To the Promised Land: Martin Luther King and the Fight for Economic Justice*



"More than fifty years since Memphis, how should we remember King? People know of him as a civil rights advocate, but do they know about his lifelong struggle for economic justice and the empowerment of poor and working-class people of all colors? How we remember King matters. It helps us to see where we have been and to understand King's unfinished agenda for our own times."

—Michael K. Honey

## Thursday, January 24<sup>th</sup>

Teleconference Center (LC155)

**CAMPUS-WIDE EVENT**

9:30am - 10:45am

**STUDENT CONFERENCE**

11:00am - 12:15pm

