To: Provost Beth Barnett

From: Philosophers Lisa Cassidy and Bernard Roy

Date: March 1, 2017

Re: Curricular Phase for B.A. in Philosophy

**Proposal for New Program:**

**B.A. in Philosophy**

**Curricular Phase:**

**Program summary:**

This is a proposal for an undergraduate baccalaureate degree in philosophy, to be offered by the Salameno School of Humanities and Global Studies.

The major requires eleven courses in philosophy (and related disciplines). By drawing on existing resources, and with the addition of only one new course, Ramapo College can truly own its moniker of the “Public Liberal Arts College of New Jersey.”

Philosophy is the mother of all the liberal arts. In ancient times, the liberal arts were the arts of free men - those who had political freedom, and also freedom from basic material concerns. Philosophy, the love of wisdom, was the most encompassing and foundational to all subsequent areas of inquiry (such as natural science, politics, history, literature, and art). In today’s world philosophy remains relevant, not only as a grounding to other liberal arts’ endeavors, but for its unique ability to inculcate its practitioners with the habits of mind that result in clear expression, creative solutions to longstanding problems, and freedom from abject confusion.

**Program’s impact on the College’s other programs:**

We foresee a neutral impact on most undergraduate major programs, with the possibility of helpful synergy with some majors. Philosophy majors at most colleges and universities typically have small enrollments, and we predict ours would not be any different in this respect. We believe students would opt for double majors in philosophy and another related discipline, since the philosophy major is specifically designed to encourage such efficiencies.

**Program’s need:**

On a wide-angle view of the College’s undergraduate offerings, it is puzzling that an institution which is the “Public Liberal Arts College of New Jersey” would *not* have a philosophy major. This is a puzzlement that one constantly must explain away to prospective students and their parents at open houses, to disappointed enrolled students, and to incredulous colleagues at professional conferences. The question is not ‘Why do we need a philosophy major?’ but ‘How can we possibly be a liberal arts college without one?’ Thus the need for this program that is most pressing is an *existential* need, one which even President Mercer has publicly identified.

**Comparison with similar programs in the State and neighboring states:**

University of Delaware’s philosophy major is a ten course program, in addition to general education and other university-wide requirements. Of the ten courses, these are required: one course in ancient, one course in modern, one course in logic, one course in ethics, one course in metaphysics, and one senior seminar course; the other three courses are taken from a philosophy elective list, one of which must have a multicultural focus. The department’s website stresses that philosophers are highly employable and enjoy the satisfaction of studying what they love.

Montclair State University’s philosophy major is a twelve course program, in addition to general education and other university-wide requirements. Of the twelve courses, these are required: one course in logic, one course in epistemology, one course in metaphysics, one course in ancient, one course in modern, and one senior seminar; the other courses include distribution requirements in ethics and contemporary philosophy, in addition to a choice of electives. The department’s website highlights famous philosophy majors, particularly from business and the arts, and emphasizes that philosophy majors have marketable skills desired by today’s employers.

The College of New Jersey’s philosophy major is a ten course program, in addition to general education and other college-wide requirements. Of the ten courses, these are required: one course in logic, two courses in the history of philosophy, one course in ethics, one course in epistemology or metaphysics, and one senior capstone experience; the other four courses are taken from a philosophy elective list. Students majoring in philosophy at TCNJ have the additional options of specializing either in law or in ethics. The department’s website highlights law school and medical school as after-graduation paths.

William Paterson University’s philosophy major is an eleven course program, in addition to general education and other university-wide requirements. Of the eleven courses, these are required: one course in logic, one course in ethics, one course in ancient, one course in modern, and one junior/senior capstone course; the other six courses are chosen from a list of electives. The department’s website notes its success in getting undergraduate students into graduate programs, with more full-stipend students placed in Ph.D. programs than any other institution in the New Jersey system.

**Program’s anticipated enrollment from launch to optimal level:**

We anticipate that a philosophy major might initially attract a graduate class of seven students and reach an optimal level of enrollment at fifteen graduates per year.

**Additional resources needed for the first five years:**

One new course will be proposed for this major.

**Program Goals and Outcomes:**

Philosophy is a discipline dedicated to ‘the examined life.’ Therefore, the goals of this philosophy major program is to produce students who will:

1. Know,
2. Do,
3. Value philosophy.

**Specifically, the philosophy major’s student learning outcomes include:**

1. KNOWING THE TRADITIONS WITHIN PHILOSOPHY: Speak and write knowledgeably and effectively about the major figures, history, and problems of the South Asian, East Asian, Abrahamic and/or Greco-Roman traditions.
2. KNOWING VALUE THEORY: Speak and write knowledgeably and effectively about historic and contemporary value theory, such as ethics, politics, applied ethics, feminism, legal theory, critical race theory, post-colonialism, aesthetics, or literary criticism.
3. KNOWING METAPHYSICS AND EPISTEMOLOGY: Speak and write knowledgeably and effectively about historic and contemporary metaphysics and epistemology, such as philosophy of religion, philosophy of mind, philosophy of language, meta-philosophy, and related applications in the social sciences.
4. USING LOGIC: Use induction and/or deduction skills to make and to evaluate arguments.
5. VALUING PHILOSOPHY: Form attitudes and habits typical of philosophical thinkers, such as cherishing wonder; acknowledging ignorance; and practicing introspection, conversation, and careful reading.

**Curriculum Map of Student Learning Outcomes for the Philosophy Major**

Required Courses and Elective Courses in Philosophy

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PHILO-SOPHY COURSE  CATALOG\* | COURSE REQUIRED OR ELECTIVE? | SLO 1: KNOWING THE TRADITIONS | SLO 2: KNOWING VALUE THEORY | SLO 3: KNOWING METAPHYSICS & EPISTEMOLOGY | SLO 4:  USING LOGIC | SLO 5: VALUING PHILOSOPHY |
| PHIL 201  WORLD WISDOM TRADITIONS | **REQUIRED** | X | X | X |  | X |
| PHIL 126 INTO TO LOGIC | **REQUIRED** |  |  |  | X |  |
| PHIL 3XX  REALITY AND KNOWLEDGE  (NEW COURSE TO BE PROPOSED) | **REQUIRED** |  |  | X |  | X |
| PHIL 210  EXISTENTIAL-ISM | ELECTIVE | X |  | X |  |  |
| PHIL 222  JUDAISM, CHRISTIAN-ITY & ISLAM | ELECTIVE | X |  | X |  |  |
| PHIL 230  ANCIENT PHILOSOPHY | ELECTIVE | X |  |  |  |  |
| PHIL 143  LOVE AND FRIENDSHIP | ELECTIVE | X |  |  |  | X |
| PHIL 301  WORLD RELIGIONS | ELECTIVE | X |  | X |  |  |
| PHIL 321 PHILOSOPHY OF BEAUTY | ELECTIVE |  | X |  |  |  |
| PHIL 322  PHILOSOPHY OF SCIENCE | ELECTIVE |  |  | X |  |  |
| PHIL 325  SOCIAL PHILOSOPHY | ELECTIVE |  | X |  |  |  |
| PHIL 333  ETHICS  (PHIL 233) | ELECTIVE |  | X |  |  |  |
| PHIL 330  AMERICAN PHILOSOPHY | ELECTIVE | X |  |  |  |  |
| PHIL 328 BIOETHICS | ELECTIVE |  | X |  |  |  |
| PHIL 337  PLATO AND ARISTOTLE | ELECTIVE | X | X | X | X |  |
| PHIL 345  WORLD PHILOSOPHY | ELECTIVE | X | X | X | X |  |
| PHIL 360  ADVANCED CRITICAL THINKING | ELECTIVE |  |  |  | X |  |
| PHIL 400  INDEPEN-DENT STUDY **OR**  AIID 388 | **REQUIRED** |  |  |  |  | X |

\*The above map uses current course titles and numbers (with possible, pending General Education changes in parentheses).

**Supplemental Curriculum Map of Student Learning Outcomes for the Philosophy Major**

Elective Courses Outside Philosophy (up to 3 non-PHIL courses may be electives in the major)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ELECTIVE  NON-PHIL COURSE\* | SLO 1: KNOWING THE TRADITIONS | SLO 2: KNOWING VALUE THEORY | SLO 3: KNOWING METAPHYSICS & EPISTEMOLOGY | SLO 4:  USING LOGIC | SLO 5: VALUING PHILOSOPHY |
| AFST 308  AFRICAN AMERICAN SOCIAL & POLITICAL THOUGHT | x | x |  |  |  |
| ANTH 235  RELIGION: CROSS-CULTURAL PERSPECTIVES |  |  | X |  |  |
| ENST 209 WORLD SUSTAINA-BILITY |  |  | X |  |  |
| HIST 277 INTRODUCTION TO EAST ASIAN CIVILIZATION | X |  |  |  |  |
| HIST 289 ISLAMIC ART & ARCHITECT-  URE | X |  |  |  |  |
| LAWS 210  LAW JUSTICE & MORALITY |  | X |  |  |  |
| LITR 268  SURVEY GREEK DRAMA | X | X |  |  |  |
| LITR 306  LITERATURE: THEORY & CRITICISM |  | X |  |  |  |
| PSYCH 220  PSYCHOLOGY OF YOGA |  |  | X |  |  |

**Assessment**

**Direct and indirect measures**  
The program’s goals of producing graduates who know, do, and value philosophy will be assessed by determining how well our students achieve the related five learning outcomes. We will use traditional direct measures, such as in-class and take-home exams, written papers, journal and online discussion assignments, group projects, oral presentations, and classroom discussions. We will also use meta-level direct measures, such as syllabus audits and classroom observations. We will use traditional indirect measures, such as end of the semester student opinion surveys, student reflection essays, and a senior exit interview with a faculty advisor.

**Assessment Process**  
The American Philosophical Association has on its website a *Statement on Outcomes Assessment*, which is included in part here:

If philosophy courses and programs do satisfy the enormous pressure from various sources to find objective measures of learning outcomes, then there is a real danger that OA imperatives will create pressures to tailor the teaching of philosophy to things that admit of "before and after" measurement, to its serious detriment. So, for example, students who take philosophy courses dealing with different ways of thinking about such problems as the idea and existence of God, the relation of our minds to our bodies, the nature of truth, the conditions and limits of human knowledge, or the status of moral principles and concepts, should be more sophisticated in their thinking about these issues after taking the courses than they were at the outset. This should be discernible in both discussion and written work. It is only on the most superficial level of treatment of any such topics, however, that one can find specific matters admitting of before-and- after measurement (e.g., being able to identify, define and distinguish different arguments for the existence of God, conceptions of truth, types of knowledge, or different moral theories, or knowing who said what about them in the history of philosophy). And to make instruction in such matters the focus of philosophical education (in order to yield dramatic before-and- after results) would be to reduce it to a caricature of the development of any real sophistication in students with respect to these issues. The basic aim of education in philosophy is not and should not be primarily to impart information. Rather it is to help students learn to understand various kinds of deeply difficult intellectual problems, to interpret texts that address these problems, to analyze and criticize the arguments found in them, and to express themselves in ways that clarify and carry forward reflection upon them. The worry is that these kinds of abilities are not amenable (though others might be) to patterns of outcomes measurement typical of OA. It is not to be expected that student progress in philosophy can either be specified to a degree beyond what is already possible by means of an essay examination or a term paper, or given a purely quantitative expression. It is essential that those values inherent in and specific to the process of teaching and learning in philosophy not be lost. In short, the adoption of OA in philosophy might seem to undermine, rather than improve, the quality of instruction.

Careful practitioners of OA use the student's self-assessment along with evidence from her performance in essays and exams to measure such things as attitudinal changes, for instance, a commitment to using philosophical methods and ethical concepts in resolving issues of personal and professional importance to the student.[[1]](#footnote-2)

With these cautions in mind, the philosophy major program will use the direct and indirect measures outlined above to assess student learning in a two-year cycle, knowing philosophy assessed first, and doing and valuing philosophy assessed in the alternate years. We will work with the SSHGS assessment coordinator to ensure this assessment is conducted with rigor.

**Program’s Relationship to Institution**

**Program’s Overall Institutional Context**

As indicated in the introduction, philosophy situates itself in the academy as a foundational discipline. This is but one reason why the “Public Liberal Arts College of New Jersey” ought to have a philosophy major.

Then again, the philosophy major we propose is not overly restricted by tradition; we see the value in interdisciplinary study and look forward to counting up to three of students’ eleven courses from outside PHIL. Why include non-PHIL courses at all? Philosophy, according to the ancient Greek tradition, is the love of wisdom. It was seen as the foundational enterprise of what the Greek called the “Liberal Arts” - the arts of free men. These men saw themselves as free in more than one sense: politically free citizens, but also free from day-to-day concerns (e.g., rearing children, farming or fishing, and so on). These original philosophers used their freedom to engage in all kinds of theories (theory comes from “theōros,” to be a spectator) about art, literature, history, politics, religion, or science. In short, philosophers have always been concerned with what gives life meaning.

According to the American Philosophical Association: “The philosophical community in our country embraces a number of quite diverse traditions. This rich and enriching diversity precludes the imposition of any orthodoxy or rigidly uniform structure upon "philosophy major” programs. Institutions as well as individual faculty and students further have differing characters and interests, for which allowance must also be made…Philosophy’s problems and materials are drawn from every aspect of our lives and experience, and its deliberations extend to every subject admitting of disciplined reflection. It once embraced nearly all forms of inquiry, as can still be seen in the title of the degree granted in most scholarly and scientific disciplines—"Doctor of Philosophy.” The emergence of the various sciences and humanities disciplines as autonomous fields of study has removed many particular sorts of inquiry from its immediate concern. Yet philosophy retains a larger interest both in the nature of these other forms of inquiry and in their subjects.”[[2]](#footnote-3)

The primary criterion for including a non-PHIL course is curricular need: these courses complement Philosophy’s course offerings by expanding students’ exposure to different traditions within Philosophy.

**Map of Program Goals and Outcomes to All College Goals**

|  |  |  |
| --- | --- | --- |
| PHILOSOPHY MAJOR GOAL | STUDENT LEARNING OUTCOME | ALL-COLLEGE GOALS |
| 1. KNOWING PHILOSOPHY | 1. KNOWING THE TRADITIONS 2. KNOWING VALUE THEORY 3. KNOWING METAPHYSICS & EPISTEMOLOGY | INTERDISCIPINARY ANALYSIS |
| 3. VALUING PHILOSOPHY | 5. VALUE PHILOSOPHY | EXPERIENTIAL LEARNING |
| 1. KNOWING PHILOSOPHY | 1. KNOWING THE TRADITIONS | INTERCULTURAL/  INTERNATIONAL PERPECTIVE |
| 2. DOING PHILOSOPHY | 4. USING LOGIC | CRITICAL INQUIRY |
| 1. KNOWING PHILOSOPHY | 1. KNOWING THE TRADITIONS 2. KNOWING VALUE THEORY 3. KNOWING METAPHYSICS & EPISTEMOLOGY | COMMUNICATION |
| 1. KNOWING PHILOSOPHY 2. DOING PHILOSOPHY | 1. KNOWING THE TRADITIONS 2. KNOWING VALUE THEORY 3. KNOWING METAPHYSICS & EPISTEMOLOGY 4. USING LOGIC | IN-DEPTH KNOWLEDGE |
| 1. KNOWING PHILOSOPHY 2. DOING PHILOSOPHY 3. VALUING PHILOSOPHY | 1. KNOWING THE TRADITIONS 2. KNOWING VALUE THEORY 3. KNOWING METAPHYSICS & EPISTEMOLOGY 4. USING LOGIC 5. VALUING PHILOSOPHY | UNDERSTANDING THE WORLD IN WHICH WE LIVE |
| 3.VALUING PHILOSOPHY | 5. VALUING PHILOSOPHY | AWARENESS |
| 3. VALUING PHILOSOPHY | 5, VALUING PHILOSOPHY | ENGAGEMENT |

As per the All-College Goals and Outcomes ([http://www.ramapo.edu/provost/ce-resources/#CollapsiblePanel1](http://www.ramapo.edu/provost/ce-resources/%23CollapsiblePanel1)), this chart below maps the philosophy major’s program goals and student learning outcomes to the All-College goals.

**Alignment with the Strategic Plan:**

The proposed philosophy major advances goals 1 and 4 of the Strategic Plan.

Goal 1: Enhance academic excellence and engagement.

Relation of the proposed philosophy major to Goal 1: This proposed philosophy major offers a rigorous curriculum, on par with in state and out of state philosophy programs. There is good evidence that students who graduate with a philosophy major are, on the whole, better prepared for a lifetime of achievement than other majors:

-Ten years after graduation, philosophy majors are earning more money than business and marketing majors. Philosophy is the highest paying major of all the humanities, both in early and late career.[[3]](#footnote-4)

-Philosophy majors have the highest scores on GRE[[4]](#footnote-5); better scores on the LSAT than political science, pre-law and business majors[[5]](#footnote-6); better scores on the GMAT than economics, statistics, finance, and accounting majors[[6]](#footnote-7); have the best chance of admission into medical school.[[7]](#footnote-8)

Furthermore, by offering a philosophy major, a field recognized for both its rigor and its high achieving students, Ramapo will truly engage with the liberal arts tradition, and elevate itself to the level of its peer institutions, who have always offered philosophy majors.

Finally, there is an opportunity for Ramapo to use this major as a recruitment tool for two distinct populations: international students and associate degree students. International students may be particularly drawn to a philosophy major because philosophy is a major with universal respect and appeal. Ramapo also could have great success with Bergen County Community College students because its philosophy A.A. degree is quite popular. By working with BCC, Ramapo’s philosophy program could be a seamless way for those majors to complete their studies.

Goal 4: Cultivate and support diversity and inclusiveness

Relation of the proposed philosophy major to Goal 4: For most students, philosophy is a uniquely collegiate experience — unlike other areas of the liberal arts, almost no high schools have developed philosophy curricula. This may in part explain the mystique that surrounds philosophy. But once students have enrolled in philosophy courses and have begun to shape identities as philosophers themselves, philosophy is no longer the provenance of bearded men in togas, but is accessible to anyone passionate about the life of the mind.

Furthermore, philosophy at Ramapo has had success in getting women and minority group members to enroll in its minor and in the philosophy track within the liberal studies contract major. We also have had similar diversity success in co-curricular activities, such as the philosophy club. There is every reason to believe the philosophy major would attract diverse students because the major does not exclusively concentrate on Western philosophy.

In addition, Ramapo can demonstrate, as an institution, the value of an intellectually diverse curriculum by offering a philosophy major. Taken together, this major (its course offerings, its student activities, its faculty) is a counter point to some of the more professionally focused programs Ramapo has lately emphasized.

Finally, promoting the “value of diversity, self-awareness, examination of multiple perspectives, and respect for others” are *emblematically philosophical activities.* Ramapo College can formalize this strategic commitment with a commitment to a philosophy major.

**Alignment with School Mission**

Mission Statement of Salameno School of Humanities and Global Studies:

The Salameno School of Humanities and Global Studies aims to create a holistic educational experience that enables our students to become literate, intentional and empowered global citizens who are prepared, not only in specific recognized fields, but also in interdisciplinary dialogue. Through our varied offerings (in Anthropology, American Studies, Foreign Languages, History, International Studies, Literature, Political Science, Liberal Studies, and Philosophy), we seek to enhance students’ understanding and appreciation of the complex cultural, political, and imaginative dimensions of human existence.

The proposed philosophy major aligns with SSGHS’s mission in a number of ways. First, an education that enables students to become “literate, intentional, and empowered global citizens” is amply met with a degree in philosophy. A true citizen of the world will be one who can know, do, and value philosophy. The interdiscipinarity of the proposed major is accentuated by the three (total) non-PHIL courses that may be included in the major; these disciplines come from within our school (Africana Studies, Anthropology, Literature, History, and Political Science) and outside it (Environmental Studies, Law and Society, and Psychology). Finally, appreciating the cultural, political, and imaginative dimensions of human existence is, indeed, a very lovely description of what it is that philosophers do when we philosophize!

**Degree Requirements**

Students must complete all All-College, General Education, and School Core requirements.

To complete the philosophy major, students are required to take eleven courses (44 credits).

**Distinction between required and elective credits:**

Required foundational courses:

1 PHIL 201 World Wisdom Traditions (required)

2. PHIL 126 Introduction to Logic (required)

Electives:

3. PHIL - - -

4. PHIL - - -

5. PHIL - - -

6. PHIL - - -

7. PHIL - - - or non-PHIL - - - from the list below

8. PHIL - - - or non-PHIL - - - from the list below

9. PHIL - - - or non-PHIL - - - from the list below

Required upper level courses:

10. PHIL 3xx (required proposed new course, “Reality and Knowledge”) (required)

Capstone experience:

11. CHOOSE: PHIL 400 Independent study OR AIID 388 Co-Op

What follows is a draft of our four year plan for students, filled in with courses we anticipate offering:



|  |  |
| --- | --- |
|  | **Salameno School of Humanities and Global Studies** |

**Philosophy**

Recommended Four-Year Plan (Fall 2018) **DRAFT**  
The recommended four-year plan is designed to provide a blueprint for students to complete their degrees within four years. Students must meet with their Major Advisor to develop a more individualized plan to complete their degree. This plan assumes that no developmental courses are required. **NOTE:** This recommended Four-Year Plan is applicable to students admitted into the major during the 2018-2019 academic year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Year** | | | | | |
| **Fall Semester** | **HRS** | ✓ | **Spring Semester** | **HRS** | ✓ |
| Gen Ed: INTD 101 First Year Seminar | 4 |  | Gen Ed: SOSC 110 Social Science Inquiry | 4 |  |
| Gen Ed: CWRT 102 - Critical Reading & Writing II | 4 |  | Gen Ed: AIID 201 Studies in Arts and Humanities | 4 |  |
| School Core: Language I\* | 4 |  | School Core: Language II\* | 4 |  |
| Major and Gen Ed: Historical Perspectives  PHIL 143 Love and Friendship in Philosophy+ | 4 |  | Major and Gen Ed: Quantitative Reasoning  PHIL 106 Introduction to Logic+ | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Second Year** | | | | | |
| **Fall Semester** | **HRS** | ✓ | **Spring Semester** | **HRS** | ✓ |
| Gen Ed: Global Awareness | 4 |  | (choose 1) Gen Ed: Culture and Creativity; or  Gen Ed: Systems, Sustainability, and Society or Gen Ed: Values and Ethics | 4 |  |
| Gen Ed: Scientific Reasoning | 4 |  | (choose 1) Gen Ed: Culture and Creativity; or  Gen Ed: Systems, Sustainability, and Society or Gen Ed: Values and Ethics | 4 |  |
| School Core: Language III\* | 4 |  | Elective | 4 |  |
| Major: PHIL 201 World Wisdom Traditions | 4 |  | Major: PHIL 3XX Reality and Knowledge | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Third Year** | | | | | |
| **Fall Semester** | **HRS** | ✓ | **Spring Semester** | **HRS** | ✓ |
| Major: PHIL 321 Phil of Art and Beauty | 4 |  | Study Abroad Elective\*\* | 4 |  |
| Major: PHIL 233 Ethics | 4 |  | Study Abroad Elective | 4 |  |
| Major: 200/300 level PHIL◊ course | 4 |  | Study Abroad Elective | 4 |  |
| Elective | 4 |  | Study Abroad Elective | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fourth Year** | | | | | |
| **Fall Semester** | **HRS** | ✓ | **Spring Semester** | **HRS** | ✓ |
| Major: PHIL 328 Bioethics | 4 |  | Major: 200/300 level PHIL◊ course | 4 |  |
| Major: 200/300 level PHIL◊ course | 4 |  | Major: CAPSTONE (PHIL 400 Independent Study in Philosophy) **or** AIID 388 (Co-Op) | 4 |  |
| Elective | 4 |  | Elective | 4 |  |
| Elective | 4 |  | Elective | 4 |  |
| **Total:** | 16 |  | **Total:** | 16 |  |

**Total Credits Required:** 128 credits **GPA:** 2.0 Note: 5 writing intensive courses required: Critical Reading and Writing and Reading in the Humanities; the other three course are taken in the major.

+ May double count in General Education and Major

\* Entering Language courses at the 300 Level indicates fulfillment of the school core language requirement.

\*\*The Philosophy major strongly recommends a Study Abroad but does not require one. Spring Semester of Junior Year is suggested for the Study Abroad.

**◊** Up to 3courses from outside PHIL can count into the major, including any of these courses: Africana Studies (AFST 308); Anthropology (ANTH 235); Environmental Studies (ENST 209); History (HIST 277 and 289); Law and Society (LAWS 251); Literature (LITR 268 and 306); Political Science (POLI 206); Psychology (PSYC 220).

***COMPLETE LIST OF PHILOSOPHY MAJOR COURSES FROM CURRENT COURSE CATALOG***

***(Transfer electives from other institutions may also be accepted.)***

***PHIL 126 - INTRODUCTION TO LOGIC - 4 CREDITS (NEW COURSE TO BE APPROVED BY ARC)***

*This course is designed to introduce students to the language, methodology, scope, and spirit of both informal and formal logic. These two topics are rich in applications, for college success and well beyond. The study of these two topics will (i) provide students with an introduction to key ideas in the field of informal and formal logic, (ii) provide students with a way to measure the quality and quantity of argument (iii) develop statistical thinking and critical thinking skills, and (iv) expand the appreciation of mathematical reasoning through formal logic. This course will pay special attention to the deductive method and: the use of variables; sentential calculus; and theories of identity, classes, and relations.*

[PHIL 201 - WORLD WISDOM TRADITIONS](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=201) - 4 CREDITS

*This course will introduce you to Philosophy's "World Wisdom Traditions." Philosophers are supposed to be "lovers of wisdom". They sometimes make arguments on what is real, or what is just, or what is true. In this class, we will all become philosophers. And as philosophers, some questions we will ask ourselves are: What is an argument, and why make one? Does God exist? Do we exist? How should we treat ourselves or other people? Special attention will be paid to how Eastern and Western Philosophy and religion intersect in four great wisdom traditions: Abrahamic, Greco-Roman, Indian, and Chinese philosophies.*

[PHIL 210 - EXISTENTIALISM](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=210) - 4 CREDITS

*Existentialism is a philosophical movement that began in the 19th century. Existentialists pay special attention to the individual person's reality. Questions existentialists often ask are: What is the meaning of life? Why bother doing anything if this meaning cannot be determined? If God does not exist, what consequence does that carry for my own life? What moral, political, or aesthetic choices should I make, given the overwhelming freedom I have? In this class, we will explore such questions in philosophical essays as well as in literature.*

PHIL 222 - JUDAISM, CHRISTIANITY, AND ISLAM - 4 CREDITS

*The focus of this course will be the Middle Ages, the period spanning roughly between the 5th and 14th centuries. It was a time when the three so-called Abrahamic religions entertained an on-going philosophical discourse. The discourse included the justification of evil, the predominance of faith or reason, and the nature of God. Readings will be from original sources.*

PHIL 230 - ANCIENT PHILOSOPHY - 4 CREDITS

*This course is an overview of Greek and Roman Philosophy. Readings will include selections from the Hellenic, Hellenistic and Roman periods. The Hellenic period reflects the importance of the city-state; readings include fragments from the Pre-Socratics, Plato, and Aristotle. The Hellenistic age spans the Alexandrian period. The empire replaces the city-state and individual schools of Philosophy appear to fill the void left by the departure of the city-state. The Stoic, the Skeptic, the Epicurean and the Cynics are the principal schools of that period. Finally, we shall explore the eclecticism of Roman Philosophy.*

PHIL 233 ETHICS - 4 CREDITS (COURSE RENUMBER TO BE APPROVED BY ARC)

*This course will be a study in ethics. Ethics concerns how humans ought to live and the kinds of people they ought to try to be. This class will have a dual focus on theories of ethics as well as on applied problems in today's multicultural world: world poverty, war, race and sexuality, among other topics. Our philosophical readings will include classic texts (e.g., Plato, Kant, and Mill) as well as recent texts (e.g., Martin Luther King, Carol Gilligan, and Peter Singer).*

[PHIL 235 - ASIAN PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=235) - 4 CREDITS

*This is a survey course that will offer students an introductory understanding of the main schools of philosophical thought indigenous to South and East Asia.*

PHIL 143 - LOVE AND FRIENDSHIP IN PHILOSOPHY - 4 CREDITS (COURSE RENUMBER TO BE APPROVED BY ARC)

*The course proposes to introduce and discuss various accounts of love and friendship offered by philosophers from Antiquity to the present, focusing on the Greco-Roman and Abrahamic traditions. Thus, besides, hopefully, gaining some insights into what it is we are talking about when we use the words 'love' and 'friendship', the seminar will also be a "friendly" introduction to the history of philosophy.*

[PHIL 300 - INDEPENDENT STUDY: PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=300) - 4 CREDITS

*Limited opportunities to enroll for course work on an Independent Study basis are available. A student interested in this option should obtain an Independent Study Registration Form from the Registrar, have it completed by the instructor and school dean involved, and return it to the Registrar's Office. Consult the current Schedule of Classes for policies concerning Independent Study.*

PHIL 3XX - REALITY AND KNOWLEDGE - 4 CREDITS (NEW COURSE TO BE PROPOSED)

*This course will examine the study reality (metaphysics) and the study of knowledge (epistemology) . The readings will consist of classic and contemporary contributions on the topics, including the nature of the physical world, causation, minds, properties, truth, persons, God, free will, fate, evidence, belief, observation, innateness, reason, doubt, and fallibility. Some questions we will consider are: What is the difference between knowledge, belief, and evidence? Which methods should we use to know anything at all? What is more real, the world of material things or the world of ideas? What is the relationship of mind to body? This class is writing intensive (WI).*

[PHIL 302 - WORLD RELIGIONS](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=302) - 4 CREDITS

*The emphasis will be on "living" religions, i.e. those that are still practiced today. They include: Hinduism, Buddhism, Jainism, Judaism, Christianity, Islam, Sikhism and Bahai. The readings will consist of textbook narratives as well as excerpts from the Scriptures that form the basis of the religions. We shall pay particular attention to the advice religions give their adherents as to how to live a good life.*

[PHIL 321 - PHILOSOPHY OF BEAUTY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=321) - 4 CREDITS

*This course will be a comprehensive survey of aesthetics, the philosophy of beauty. Aesthetics is the philosophical study of judgments of taste and beauty. Art (for example, visual art, music, literature, or architecture) and nature are prominent themes in aesthetics. This course will survey different topics in aesthetics, and we will all become philosophers. Some questions we will ask ourselves are: What is art? Is art necessarily beautiful? Is beauty objective or subjective? What does it mean to have an aesthetic experience? We will read ancient, modern, and contemporary works from European, American, and Chinese philosophy. We will also pay special attention to the role of art in public and private life.*

[PHIL 322 - PHILOSOPHY OF SCIENCE](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=322) - 4 CREDITS

*Philosophy of Science is a fairly new discipline. It grew around the end of the 19th century after many scientific discoveries challenged some of our basic assumptions. We shall focus on the so-called modern scientific method and criticisms of it. Readings will include philosophers from the Continental traditions, e.g., Cassirer, Bachelard and Foucault, as well as philosophers from the Analytic traditions. The course will also include multi-cultural and feminist approaches to the Philosophy of Science.*

[PHIL 325 - SOCIAL PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=325) - 4 CREDITS

*(The current catalog has the incorrect course description.)*

[PHIL 328 - BIOETHICS](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=328) - 4 CREDITS

*This course will be a comprehensive introduction to bioethics. Bioethics applies the traditional ethical concerns (such as morality, virtue, and values) to the technologies and choices of today's world. Some questions we will consider are: When does human life begin? Should it ever be ended for compassionate reasons? What obligations do we have to those who cannot make their own health care decisions? Can animal experimentation be justified if its results enhance human life? What role should professional ethicists have in deciding these issues?*

[PHIL 330 - AMERICAN PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=330) - 4 CREDITS

*American Philosophy examines the works of major American Philosophers beginning with Jonathan Edwards and ending with Cornel West. After reading two essays by R.W. Emerson, we shall focus on the works of the so called "pragmatist" philosophers of the 19th century, C.S. Peirce, William James, Jane Addams and John Dewey. We shall read and discuss signature essays such as "The Fixation of a Belief" and "The Will to Believe." Philosophical issues will include theories of knowledge and of meaning, education and freedom.*

[PHIL 337 - PLATO AND ARISTOTLE](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=337) - 4 CREDITS

*Essentially, the course has three goals. It attempts to separate the thought of Socrates from that of Plato. For this goal, readings include the following dialogues: Euthyphro, Apology, Crito, Phaedo, Symposium and Phaedrus. Students are also encouraged to read Xenophon and Aristophanes. The second goal is to understand the thought of Plato on knowledge, ethics, politics and art. The Republic will be the main source of our information. Finally, Aristotle's criticisms of Plato's thought will occupy the rest of the semester.*

[PHIL 345 - WORLD PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=345) - 4 CREDITS

*Four areas of the world will be the focus of this course: China, India, Russia and Africa. We shall explore the thoughts of ancient and medieval China as well as those of India. For Russia we shall concentrate on the 19th and 20th centuries, and for Africa our focus will be the identity of an African Philosophy, a debate that has occupied much of the past 30 years. Time permitting, we may read and discuss some fairly recent thoughts from Islamic countries.*

[PHIL 360 - ADVANCED CRITICAL THINKING](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=360) - 4 CREDITS

*This course explores the possibility of translating a natural language such as English into an artificial language. After accepting some compromises, we shall study ways of "proving" important logical properties such as: consistency, validity, equivalence and relational properties.*

[PHIL 400 - INDEPENDENT STUDY: PHILOSOPHY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=PHIL&crse_numb_in=400) - 4 CREDITS

*Limited opportunities to enroll for course work on an Independent Study basis are available. A student interested in this option should obtain an Independent Study Registration Form from the Registrar, have it completed by the instructor and school dean involved, and return it to the Registrar's Office. Consult the current Schedule of Classes for policies concerning Independent Study.*

[AIID 388 - CO-OP/INTERNSHIP AMERICAN/INTERNATIONAL INTERDISCIPLINARY](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=AIID&crse_numb_in=388) - 4 CREDITS

*An academic program in which students are placed in work positions relevant to their academic majors and career goals. The program integrates academic work on-campus with supervised off-campus work experience in both the public and private sectors. Students may take up to two Co-ops in their academic career at Ramapo College. Students must be at least a Sophomore and have a 2.0 or better average to be eligible. Transfer students must have completed at least 16 credits at Ramapo.*

**ELECTIVES OUTSIDE PHILOSOPHY (UP TO 3 NON-PHIL MAY COUNT INTO THE MAJOR)**

[***AFST 308 –African American Social & Political Thought***](https://ssb.ramapo.edu/pls/RCNJ/bwckctlg.p_disp_course_detail?cat_term_in=201720&subj_code_in=AFST&crse_numb_in=308) ***- 4 CREDITS***

*This course is designed to examine the theories, thoughts and deeds of influential African-American public figures in the 19th, 20th, and 21st Centuries. Those thinkers include Booker T. Washington, David Walker, W.E.B. Du Bois, Ida B. Wells, Marcus Garvey, Maria W. Stewart, Bell Hooks, Martin Luther King Jr., and others. We will study their intellectual histories and thoughts in their attempt to advance democracy through their correspondence, essays, poems, memoirs, articles and speeches as well as through selected biographies about them. The social and political conditions and conflicts that gave rise to these leaders along with their adversaries will be explored as well. An emphasis in this course will be placed upon relevant class discussion, the ability to analyze large amounts of reading and visual material, utilization of technology, writing ability, and subject mastery that will be demonstrated through examinations and class participation. Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate these comments into your future work.*

At present, PHIL is not offering any courses on politics or any courses specializing on the long, rich tradition of African American philosophy. This course addresses those lacuna. The core thinkers in this class should rightfully be treated as important philosophers.

ANTH 235 Religion in Cross Cultural Perspective - 4 CREDITS

*This course will introduce students to the concept of religion as a phenomenon that exists cross culturally. The course will survey the major anthropological theories in the study of religion, and students will be asked to apply these theories by conducting a short ethnographic research project on a local religious practice. Students will learn about a wide range of religious practices, including those associated with major world religions as well as shamanism, magic, and witchcraft. The course will also focus on the political dimensions of religion in the contemporary world, including an examination of progressive and fundamentalist movements.*

This course is included because it asks students to study religious life from many different traditions, and connect contemporary religious thought with its practice and politics. Religion is a cultural universal yet is expressed in myriad ways across different cultures.  The course asks students to question what the very category of religion is and how it relates to other sectors of society.

***ENST 209 World Sustainability - 4 CREDITS***

*World Sustainability examines three interacting destructive tendencies of the modern period, all exacerbated by exponential population growth and rampant over consumption: the catastrophic degradation and contamination of our planet home (i.e., the ecological crisis), the extreme polarization between rich and poor (i.e., the economic crisis), and the eclipse of community (i.e., the social crisis). The course explores the emerging global Civil Society that everywhere attempts to establish legitimate democratic discourse and accountability. The course moves beyond an understanding of the problems, offering a social ecological framework for damage repair and transition to a new sustainable world that will change the way students think about their lives and motivate them to become part of the solution." The course counts for the General Education International Studies requirement, and also either the SSHS requirement in Sustainability. Gateway core courses in Environmental Studies. For Environmental Studies majors, it is recommended that, prior to or concurrently with the core, you complete the three science foundations prerequisites to the program: biology, geology or geography and environmental science.*

This course supplements PHIL’s offerings environmental ethics (currently only included as part of one class, Bioethics). In addition, the class has an emphasis on the philosophical-scientific origins of our present environmental crisis, as well as a focus on civic engagement to address that crisis.

**HIST 277 Introduction to East Asian Civilizations *- 4 CREDITS***

*This course serves as both a gateway course for students interested in pursuing upper level courses in East Asian studies, as well as a broadly conceived introduction to East Asian civilizations for students of different disciplines. This course will survey the social, intellectual, cultural, and political history of the major civilizations of Northeast and Southeast Asia from ancient times to the early modern era. Emphasis will be placed on the interplay between these civilizations, particularly the movement of people, ideas, and technology.*

While PHIL has a course in Asian Philosophy in our catalog, we have never been able to offer it. This class has students read original philosophical texts, such as the Confucian *Analects,* as part of its focus on the history of ideas and peoples of East Asia.

***HIST 289 Islamic Art and Architecture - 4 CREDITS***

*An introduction to the history of Islamic visual culture. Key examples will be drawn from architecture, decorative art, textiles, and ceramics. Architectural works will be investigated with respect to their relationship to urbanization, social welfare, and patronage practices. Other fine arts such as miniature paining and calligraphy will be examined in their cultural, political, and aesthetic contexts. In both cases, collateral themes will include production methods and guild practices, pertinent conventions and usages, and cross-cultural influences relating to new contexts and forms.*

PHIL at Ramapo has never offered a class that specializes only in Islamic thought, though it is introduced to students in our entry course, World Wisdom Traditions. This class connects artistic expression (aesthetics) to Islamic religious and social development.

***LAWS 210 Law, Justice, and Morality - 4 CREDITS***

*This course will explore the dialectical relation between Law, Justice, and Morality from the perspective of the humanities--drawing upon the disciplines of jurisprudence, literature, history and philosophy in the process. The focus of the course regards the many ways in which justice as both a moral and a legal construct has been conceived by writers throughout the ages--from Biblical and Hellenic to modern and contemporary times. Particular emphasis will be given to the theoretical foundations of law, the socio-historical embeddedness of law and justice and the relationship of the individual to state authority*.

At present, PHIL is not offering any courses on the law, or how it intersects with morality and political life. This course can serve that purpose, particularly by putting the focus on classic readings about the nature of justice, a topic students are introduced to in our Ethics class.

***LITR 268 Survey of Greek Drama - 4 CREDITS***

*The earliest traceable influence on the development of western drama is that exerted by the plays performed in the amphitheater at Athens, most of which may now be lost, as are the plays of those early traditions that lead to the construction of such a theater. We do possess, however, several works by Aeschylus, Sophocles, Euripides and Aristophanes, all of which developed out of Athenian culture and were recognized for greatness in ancient texts of the period. These works were known to western dramatists since the time of their composition, and have helped to shape the development of that art. But of course this beginning must arise from very different ground than the works that follow, and for that reason, it presents its own difficulties to the reader. The course will provide a general familiarity with the authors listed above by reading representative works of each. We will try to see these works in the context of Greek myth, the culture of fifth century Athens, and the hints and fragments of earlier ceremony and drama. In this manner we may hope to bring a light to texts which otherwise may seem somewhat foreign to many interests we now require from our literature.*

This course has a focus aesthetics (the philosophical study of art and beauty), connected to a foundational period in Philosophy, Ancient Greece. PHIL’s class in aesthetics, Philosophy of Art and Beauty, is more theoretical, and this class is more applied.

***LITR 306 Literary Theory and Criticism - 4 CREDITS***

*An exploration in historical and contemporary terms of the tradition, from Plato to post-modernism, that struggles both to express the mysterious power of art and language and to explain it -- to make it a conscious, even rational, activity. The course, which will focus on how literary discourse responds to historical change, concludes with a workshop component in the currents shaping such discourse today. Students will understand the assumptions and practices that have silently shaped their thinking and become conscious shapers of their own responses.*

This class asks students to consider the philosophical schools of thought that emerged in response to the art of literature. PHIL’s class in aesthetics, Philosophy of Art and Beauty, is a study in aesthetic criticism, but not applied literary criticism per se.

***POLI 206 Political Theory - 4 CREDITS***

*An examination of the traditional concerns expressed by political theorists from the Greeks to the Enlightenment. The course will analyze the changes in notions regarding political authority and legitimacy and the function of the state as they have developed through history. The theories of Plato, Aristotle, Augustine, Machiavelli, Hobbes, Locke, and Rousseau will constitute the bulk of the subject matter of the course.*

At present, PHIL is not offering any courses on politics. This course remedies that, particularly by putting the focus on the history of ideas (especially contract theory and its critics, from European and American traditions).

**PSYC 220 Psychology of Yoga - 4 CREDITS**

*This course will critically review the philosophical psychology of classical Indian yoga. These theories and practices will be discussed in relation to traditional South Indian cultural context of Hindu and Buddhist thought and various schools of Indian philosophy and traditional medicine. This approach will be integrally applied to contemporary clinical theory and practice in psychology. Fulfills Elective requirement.*

At present, PHIL does not have any courses specializing in South Asian philosophy or Hinduism or Buddhism. This course addresses those topics and readings, entirely reframing what Western philosophers have called the “mind-body problem,” which is covered in our required course, Reality and Knowledge.

Proposed Syllabus in Reality and Knowledge

**RAMAPO COLLEGE OF NEW JERSEY**

**School of Humanities and Global Studies**

**Course Information Instructor Information**

PHIL 3xx Reality and Knowledge 4 Credits Professor Bernard Roy

Prerequisites and/or Co-requisites: CRWT 102 Office: B208; ext. 2902

Fall 2017 Office Hours: Tu. & Fri. 10:30-12

Class Meeting Day(s), Time, location: broy@ramapo.edu

Required for Philosophy Majors School Location: B224

School Office Phone No.: ext. 7407

**Course Description**

*This course will examine the study of reality (metaphysics) and the study of knowledge (epistemology) . The readings will consist of classic and contemporary contributions on the topics, including the nature of the physical world, causation, minds, properties, truth, persons, God, free will, fate, evidence, belief, observation, innateness, reason, doubt, and fallibility. Some questions we will consider are: What is the difference between knowledge, belief, and evidence? Which methods should we use to know anything at all? What is more real, the world of material things or the world of ideas? What is the relationship of mind to body? This class is writing intensive (WI).*

**Course Objectives:**

* *Speak and write knowledgeably and effectively about historic and contemporary epistemology and metaphysics*
* *Write a clearly-argued, well-organized essay using Chicago author-date citation style;*
* *Form attitudes and habits typical of philosophical thinkers, such as cherishing wonder; acknowledging ignorance; and practicing introspection, conversation, and careful reading.*

**Required Texts**

*Metaphysics and Epistemology: A Guided Anthology*, S. Hetherington, ed. New York: Wiley and Sons (2014).

**Course Requirements**

**Classroom Participation** – Philosophy is unlike other disciplines. It is imperative that you come to class and participate in an exchange of ideas.

**Writing Assignments** – We will do in-class writing assignments and you will be required to submit a paper proposal, one 6 to 7 page paper, and exam essays. We will also write in class. All writings are returned to you with my comments and an evaluation. If I deem that your writing (syntax and/or orthography) needs work, I will require that you go to the Writing Center for help. The writing component of the course aims first at honing your organizational and critical thinking skills and second at preparing the ground for the crafting of a philosophical identity. As a writing intensive class, you will also have the chance to revise your work.

**Examinations, Laboratory/Studio, Library Research** – All quizzes and a final exam consist of short essays. Quizzes consist of 2 short essays; you have 30 minutes to complete them. There will be 5 in-class quizzes. The final exam is a 2-hour exam and consists of 4 to 6 essays. Revisions on quizzes are possible as part of our writing intensive course. Revisions on the final exam are not possible.

**Writing Intensive Course**

Writing will be integrated into the life of this course.

About 6 times in the course of the semester, I will interrupt the class and ask you to write for 5 or 10 minutes. The subject of the writing may be the exploration of your personal position on a particular issue, the expression in writing of a position I have just stated, or the position of an author you have just read. At times, I may ask you to exchange the writing with your class neighbor and, after reading it, I may ask you to add a comment to your neighbor’s piece. The exchange of writing may, at times, be followed by a short dialogue between you and your class neighbor. The writing exercises are always followed by a class discussion. I will collect them and return them to you with comments. You can always submit revisions after you receive my comments.

You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work, or revise previous work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, [crw@ramapo.edu](mailto:crw@ramapo.edu).

**Grading Policy**

Attendance and class participation: 15 points

Paper proposal: 10 points

One 6 to 7 pages paper: 25 points

Quizzes: 25 points (There are 6 quizzes. Only the five highest grades count. There is no make-up quiz, unless you have an excused absence.)

Final Exam: 25 points

Quizzes are graded out of 20. **If** you have taken all quizzes and never scored less than 13 **and**, after I drop the lowest grade, you have an 18 or better average, **and** if you have earned A minus or better in the paper, **and** if you have perfect attendance, participation and experiential components **then** you will have earned an A in the class and you will not have to take the final exam.

Scale: 93.1-100 = A, 90.0-93.0 = A-, 87.1-89.9 = B+, 83.1-87.0 = B, 80.0-83.0 = B-, 77.1-79.9 = C+, 73.1-77.0 = C, 70.0-73.0 = C-, 67.1-69.9 = D+, 63.1-67.0 = D, below 63.0 =F

**Attendance Policy**

An unexcused absence costs 1 point. If I call on you in class and it is obvious that you have not done the reading, it will cost 1 point.

If you miss a class (excused or unexcused), it is your responsibility to know what you have missed. **Please do not call me or email me to find out what you have missed**. Exchange email addresses and/or telephone numbers with two or three classmates so you can contact one of them in the eventuality you miss a class.

**Electronic Forms of Communication**

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters. This syllabus and all information on assignments are available on moodle. If course is ever cancelled for any reason, please find instructions on our moodle homepage.

**Policy on Academic Integrity**

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (http://www.ramapo.edu/catalog-2014-2015/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be referred to the Office of the Provost.

**Note on Sexual Misconduct**

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends. If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College’s Title IX Coordinator at 201-684-7540.The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident

**Students with Disabilities**

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me. *Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu.*

COURSE SCHEDULE: All readings are in our Hetherington text. Please read the assignment before class and always bring the text with you to class.

Week 1 INTRODUCTION

Week 2 Section 1 - Image of Philosophy - read 1. Plato and 2. Russell - discuss 4. Nozick in class

Week 3Section 2 - Metaphysics/Images - read 7. Locke and 8. Berkeley **QUIZ 1 MONDAY**

Week 4 Section 2 - Metaphysics/Causation - read 11. Hume and 12. Anscombe

Week 5 Section 2 - Metaphysics/World - read 19. Anselm 22. Rescher **QUIZ 2 MONDAY**

Week 6 Section 2 - Metaphysics/Persons - read 23. Descartes and 25. Chisholm **QUIZ 3 THURSDAY**

Week 7 Section 2 - Metaphysics/Free Will - read 31. Frankfurt and 32. Wolf

Week 8 Section 2 - Metaphysics/ Death - read 33. Epiciurus and 36. Feldman **QUIZ 4 THURSDAY**

**March 11 SPRING RECESS**

Week 9 Section 3 Epistemology/ Images - read 38. Clifford 39. Ayer 40. Gettier **QUIZ 5 MONDAY**

Week 10 Section 3 Epistemology/Observation - read 45. Hume and 48. Putnam

Week 11 Section 3 Epistemology/Reflection - read 54. Mill and 56. Kripke **QUIZ 6 THURSDAY**

Week 12 Section 3 Epistemology/Other - read 57. Ryle and 59. Lackey

**PAPER PROPOSAL DUE (MONDAY)**

Week 13 Section 3 Epistemology/Failure to Know - read 62. Descartes and 63. Hume

**REVISED PAPER PROPOSAL DUE (THURSDAY)**

Week 14 Section 3 Epistemology/Skepticism - read 66. Popper and 67. Nozick

**PAPER DUE (THURSDAY)**

Week 15 Parting Thoughts - student choice readings

Final Examination – Thursday, May 5th, 9:00 to 11:00 AM in room A100 —**REVISED PAPER DUE**

Supplemental Signatures

Classes outside PHIL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Africana Studies | AFST 308 |  |  |  |

To be counted into PHILOSOPHY major

Supplemental Signatures

Classes outside PHIL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Anthropology | ANTH 235 |  |  |  |

To be counted into PHILOSOPHY major

Supplemental Signatures

Classes outside PHIL

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| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Environmental Studies | ENST 209 |  |  |  |

PHIL to be counted into PHILOSOPHY major

Supplemental Signatures

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| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| History | HIST 277  HIST 289 |  |  |  |

Classes outside PHIL

To be counted into PHILOSOPHY major

Supplemental Signatures

Classes outside PHIL

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| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Law and Society | LAWS 210 |  |  |  |

To be counted into PHILOSOPHY major

Supplemental Signature

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| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Literature | LITR 268  LITR 306 |  |  |  |

To be counted into PHILOSOPHY major

Supplemental Signatures

Classes outside PHIL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Political Science | POLI 206 |  |  |  |

To be counted into PHILOSOPHY major

Supplemental Signatures

Classes outside PHI Supplemental Signatures

Supplemental Signatures

Classes to be counted into PHILOSOPHY major

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| SUBJECT | CLASSES TO COUNT INTO PHIL MAJOR | NAME PRINTED | NAME SIGNED | DATE |
| Psychology | PSYC 220 |  |  |  |

To be counted into PHILOSOPHY major

Suggested Consultant for Review: Peter Dlugos, Bergen County Community College

1. Statement on Outcomes Assessment by the American Philosophical Association’s Committee on Teaching Philosophy (2008) can be found here: http://www.apaonline.org/?outcomes. [↑](#footnote-ref-2)
2. The American Philosophical Association’s Statement on the Major may be found here: <http://www.apaonline.org/page/major>. [↑](#footnote-ref-3)
3. According to [payscale.com](http://payscale.com), as documented by Daily Nous: <http://dailynous.com/2015/09/04/salaries-of-philosophy-majors-over-time/>. [↑](#footnote-ref-4)
4. According to the Education Testing Service, as documented by the University New Orleans’ philosophy department in this link: <https://dl.dropboxusercontent.com/u/10224324/Website/compositegrescore.jpg>. [↑](#footnote-ref-5)
5. According to the Law School Admissions council, as documented by Georgia State University here: <http://www2.gsu.edu/~phlkkk/foryou.html>. [↑](#footnote-ref-6)
6. According to the Graduate Management Admissions Council, as documented by Ty Fagan and Matty Silverstein here: [https://dl.dropboxusercontent.com/u/10224324/Website/GMAT%20scores%20new.png](https://dl.dropboxusercontent.com/u/10224324/Website/GMAT%2525252520scores%2525252520new.png). [↑](#footnote-ref-7)
7. According to Paul Young M.D., writing for the American Medical Student Association here: [https://dl.dropboxusercontent.com/u/10224324/Website/Major%20Anxiety.pdf](https://dl.dropboxusercontent.com/u/10224324/Website/Major%2525252520Anxiety.pdf) [↑](#footnote-ref-8)