Dear Members of the Curriculum Committee,

The Philosophy Department is proposing three new courses:
PHIL 282: Philosophy and Music,
PHIL 390: Teaching Apprenticeship, and
PHIL 395: Internship.
This cover letter briefly states the rationale for each change.

We are proposing PHIL 282: Philosophy and Music to expand our offerings in aesthetics. We currently offer three courses in aesthetics: PHIL 280: Aesthetics, PHIL 285: Philosophical Issues in Literature, and PHIL 210: Philosophy, Law, and the Arts. Dr. Jonathan Neufeld (who specializes in aesthetics) recently taught a special topics course in philosophy of music. Given the strong student response to this course, we want to add it as a regular catalog course. This change also provides a more natural way for Dr. Neufeld to bring his own research expertise (in philosophy of music) into the classroom.

We have piloted the “teaching apprentice” course twice before, with a third apprenticeship currently underway this semester. These trial runs were very successful, with the faculty, apprentices, and students all providing very positive feedback. Adding this course will allow us to offer a high impact learning experience for some of our best students. By working closely with a faculty member, the apprentice will learn about the art of College teaching (including helping to preparing effective course materials). As a peer mentor, the apprentice will provide a strong role model and help other students master the material. And as a student, the apprentice will gain greater mastery of the course content. We hope that this experience will be particularly valuable to students who aspire to teach or to pursue graduate work in philosophy. The internship course offers a different kind of experiential learning for students who want to connect their career interests with their study of philosophy.

Supporting our request, you will find the following forms attached:
1. Change of Major/Program form (including degree worksheets for BA and BA with concentration).
2. Add Courses (PHIL 282), including syllabus.
3. Add Course (PHIL 390), including a proposal/syllabus.
4. Add Course (PHIL 395), including a hypothetical proposal/syllabus.

Thank you for considering these proposals.

Sincerely,

Todd Grantham
Chair, Department of Philosophy
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. **If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.**
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

PHIL, Change of Major form
New Course forms for PHIL 282, PHIL 390, PHIL 395

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/20/2014

2. Signature of Academic Dean:

   [Signature]

   Date: 2/20/14

3. Signature of Provost:

   [Signature]

   Date: 2/24/14

4. Signature of Business Affairs (only for course fees):

   [Signature]

   Date: ________________

5. Signature of Curriculum Committee Chair:

   [Signature]

   Date: ________________

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]

   Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]

   Date: ________________

8. Signature of Faculty Senate Secretary:

   [Signature]

   Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Todd Grantham Phone: 953-8011 Email: granthamt@cofc.edu

School: HSS Department or Program: Philosophy

Name and Acronym of Major: PHIL

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request
☐ Add an existing course to requirements or electives (fill out all sections)
☒ Add a new course to requirements or electives (attach completed course form for each; fill out all sections)
☐ Delete courses from requirements or electives (fill out all sections)
☐ Add or modify concentration (fill out C, D, E, G, H, and I)*
☐ Add or modify cognate (fill out C, D, E, G, H, and I)*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
☐ Terminate degree
☐ Terminate major
☐ Terminate concentration
☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ___33________
Number of Proposed Credit Hours (for changed program): ___33________
Catalog Year in which changes will take effect: FALL ___2014________

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.  Page 1 of 3
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

We propose to add three new philosophy courses (PHIL 282, PHIL 390, and PHIL 395).
1. We hired a new faculty member who has a particular interest in philosophy of music; adding PHIL 282 will expand our course offerings in the area of aesthetics and will provide a natural context in which this instructor can more closely connect his teaching and research interests.
2. In addition, we are proposing two “high impact” experiential learning courses for our majors – a teaching apprenticeship and an internship. In the current (highly competitive) job market, we want to offer an internship to help students move more smoothly from College to the working world. The teaching apprentice program will allow a few of our best students to deepen their knowledge of philosophy by assisting a faculty member with course instruction.

Each of these courses will count toward the major.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td><strong>1. Knowledge.</strong> Demonstrate knowledge of key figures and/or issues from Ancient &amp; Modern philosophy; articulate concepts and theories from the time period; assess arguments for and against those theories; apply theories in novel contexts.</td>
<td>We will collect final exam grades (for declared majors) in both PHIL 201 and 202. In each course, we would like 90% to demonstrate adequate knowledge (passing) and 60% to demonstrate good command of the material (B- or better).</td>
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<td><strong>2. Writing.</strong> Students compose clear, cogent, and well-crafted essays, including a substantial (8-10 page) research paper. Student concisely states a philosophical thesis and provides a substantive and cogent assessment of the claim in light of alternative positions; student identifies relevant contributions in the secondary literature and incorporates them into the argument of the essay.</td>
<td>Assess all final papers submitted in PHIL 450 (senior seminar) using the attached rubric. Rubric will be completed by the instructor. We expect 70% of our students to rate “good” or better on this instrument.</td>
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<td><strong>3. Critical Reasoning.</strong> Students (a) reconstruct arguments presented in natural English, identify unstated premises and/or conclusions, and defend this reconstruction relative to other possible reconstructions, (b) use the tools of propositional and predicate logic to formalize and assess the (in)validity of arguments, and (c) use the method of counterexamples to demonstrate the invalidity of an argument form.</td>
<td>Collect final exam scores for all declared majors enrolled in PHIL 120. In each course, we would like 90% to demonstrate adequate knowledge (passing) and 60% to demonstrate good command of the material (B or better).</td>
</tr>
</tbody>
</table>
Additional Outcomes or Comments:

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

None.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

None.

I. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Philosophy Major Requirements
Catalog Year: 2013-14
Degree: Bachelor of Arts
Credit Hours: 33+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general.edu for more information.

**Required Courses**

- PHIL 120 Symbolic Logic (3) PR: None
- PHIL 201 History of Ancient Philosophy (3) PR: 3 credit hours of PHIL.
- PHIL 202 History of Modern Philosophy (3) PR: 3 credit hours of PHIL.
- PHIL 450 Seminar in Philosophy (3) PR: Declared junior or senior philosophy major; 9 credit hours of PHIL which must include at least 3 credit hours at the 300-level.

Select an additional 21 credit hours in philosophy, 12 of which must be taken in courses at or above the 200-level, and at least 9 of these hours must be at or above the 300-level.

- PHIL 101 Introduction to Philosophy (3) PR: None
- PHIL 115 Critical Thinking (3) PR: None
- PHIL 150 Nature, Technology and Society (3) PR: None
- PHIL 155 Environmental Ethics (3) PR: None
- PHIL 160 Ethics and Sports (3) PR: None
- PHIL 165 Philosophy and Feminism (3) PR: None
- PHIL 170 Biomedical Ethics (3) PR: None
- PHIL 175 Business and Consumer Ethics (3) PR: None
- PHIL 185 Philosophy and Film (3) PR: None
- PHIL 198 Topics in Philosophy (3) PR: None
- PHIL 203 Philosophy of Human Nature (3) PR: None
- PHIL 205 Existentialism (3) PR: None
- PHIL 206 Topics in Law and Morality (3) PR: None
- PHIL 207 Ethics (3) PR: None
- PHIL 208 Knowledge and Reality (3) PR: None
- PHIL 209 Political Philosophy (3) PR: None
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<td>Philosophy, Law and the Arts (3) PR: None</td>
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<td>Eastern Philosophy (3) PR: None</td>
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<td>Jewish Philosophy (3) PR: None</td>
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<td>PHIL 255**</td>
<td>Philosophy of Religion (3) PR: None</td>
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<td>Philosophy of Biology (3) PR: None</td>
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<td>PHIL 390***</td>
<td>Teaching Apprenticeship (3) PR: PHIL major; junior or senior standing; 3.25 GPA in major</td>
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<td>Internship (1-3) PR: PHIL major; junior or senior standing; 3.0 GPA in major</td>
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PHIL 499*** Bachelor's Essay (6) PR: A project proposal must be submitted in writing and approved by the department prior to registration for the course.

Note: *PHIL 240 Jewish Philosophy may not be taken for credit if credit has been received for JWST 240. **PHIL 255 Philosophy of Religion may not be taken for credit if credit has been received for RELS 255. ***No more than six hours of PHIL 390, 395, 398, 399, or 499 may be taken to satisfy the minimum requirement of nine elective philosophy hours at or above the 300-level.

Optional: Students may add a concentration in Politics, Philosophy and Law (18 credit hours)
Philosophy Major with a Concentration in Politics, Philosophy, and Law Requirements
Catalog Year: 2013-14
Degree: Bachelor of Arts
Credit Hours: 33+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

- PHIL 120 Symbolic Logic (3) *PR: None*
- PHIL 201 History of Ancient Philosophy (3) *PR: 3 credit hours of PHIL*
- PHIL 202 History of Modern Philosophy (3) *PR: 3 credit hours of PHIL*
- PHIL 450 Seminar in Philosophy (3) *PR: Declared junior or senior philosophy major; 9 credit hours of PHIL which must include at least 3 credit hours at the 300-level.*

Select an additional 21 credit hours in philosophy, 12 of which must be taken in courses at or above the 200-level, and at least 9 of these hours must be at or above the 300-level.

- PHIL 101 Introduction to Philosophy (3) *PR: None*
- PHIL 115 Critical Thinking (3) *PR: None*
- PHIL 150 Nature, Technology and Society (3) *PR: None*
- PHIL 155 Environmental Ethics (3) *PR: None*
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Optional: Students may add a concentration in Politics, Philosophy and Law (18 credit hours)

A concentration in Politics, Philosophy and Law allows focused attention on theoretical issues related to the law. The concentration is jointly administered by the departments of philosophy and political science.

Required Courses

☐ PHIL 209 Political Philosophy (3) PR: None

OR

☐ POLI 150 Introduction to Political Thought (formerly POLS 250) (3) PR: None

AND

☐ PHIL 270 Philosophy of Law (3) PR: None

OR

☐ POLI 380 Jurisprudence (formerly POLS 344) (3) PR: None

AND

☐ POLI 320 Constitutional Law (formerly POLS 341) (3) PR: POLI 101

☐ PPLW 400* Seminar in Politics, Philosophy and Law (3) PR: Senior standing

Note: *This course will substitute for PHIL 450 or POLI 405 as major requirement.

Select an additional two courses from the following:

☐ PHIL 206 Topics in Law and Morality (3) PR: None

☐ PHIL 210 Philosophy, Law, and the Arts (3) PR: None

☐ PHIL 315 Topics in Political and Social Philosophy (3) PR: 6 credit hours of PHIL excluding PHIL 120

☐ POLI 292 Topics in Gender, Theory, and Law (3) PR: None

☐ POLI 295 Law and Society (3) PR: None

☐ POLI 321 Civil Liberties (3) PR: POLI 101

☐ POLI 324 The Judiciary (3) PR: None

☐ POLI 331 Geography of Native Lands/Indian Law (3) PR: POLI 101

☐ POLI 360 International Human Rights Law (3) PR: None

☐ POLI 363 International Law and Organization (3) PR: None

☐ POLI 390 Contemporary Liberalism (3) PR: None
Note: Additional courses on suitable topics may be approved for credit by the director. Since POLI 320 is required, PHIL majors will take at least one course in POLI. POLI majors must also take at least one course in PHIL.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Jonathan A Neufeld       Phone: 843-953-3961       Email: neufeldja@cofc.edu

Department or Program: Philosophy       School: School of Humanities and Social Sciences

Subject Acronym and Course Number: PHIL 282

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Expands our offerings in aesthetics, responds to demand from students, utilizes faculty expertise.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

I foresee no impact on other programs. It will impact both the breadth and the depth of the department's offerings in aesthetics. The only non-special-topics course that has room for philosophy of music is the general Aesthetics course. Creating a stand-alone, non-special topics course opens the topic to non-majors who might be reluctant to take a philosophy course labeled “special topics” without sacrificing the depth and rigor of the treatment of the material. This course will be cross listed by Music (as an elective in their minor).
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study
Contact hours:  __ lecture  __ lab  __ seminar  __ independent study

Course title:  
Course description (maximum 50 words, exactly as it appears in the catalog):  

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Cross-listing, if any:  

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Philosophy  
School: School of Humanities and Social Sciences  
Subject Acronym: PHIL  
Course Number: 282

Credit hours:  3  X lecture  __ lab  __ seminar  __ independent study
Contact hours:  45 lecture  __ lab  __ seminar  __ independent study

Course title: Philosophy and Music

Course description (maximum 50 words, exactly as it appears in the catalog):  
The course will explore a number of philosophical questions about music: What is music? What is musical expression? What is the relationship between emotions and music? What is the relationship between music and words? What is a musical work? What is authentic musical performance? Can music be moral or political?

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course?  

If equivalent, will the newly-created course replace the existing course?  □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): none.
Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee? $  

This form was last updated on 12/13/13 and replaces all others.
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will read complex philosophical texts (both historical and contemporary) in a sympathetic, critically engaged manner, with careful attention to detail.</td>
<td>Assessed in daily participation.</td>
</tr>
<tr>
<td>2. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.</td>
<td>Final paper. 80% of students should score a 3 or 4 on the standard General Education rubric for LO1.</td>
</tr>
<tr>
<td>3. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments</td>
<td>Final paper. 80% of students should score a 3 or 4 on the standard General Education rubric for LO2.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course aligns with the program-level learning outcomes for Philosophy (especially the emphasis on writing and critical assessment of argument). It also aligns with general education Los. The specific content is both introduced and reinforced. The course also reinforces skills introduced and reinforced in other philosophy courses.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ yes  ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☒ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Philosophy of Music
PHIL 298

Professor Jonathan Neufeld
Office:
Phone: 953-3961
e-mail: neufeldj@cofc.edu (best method of communication)
Office Hours: MW, 2-4, and by appointment

In this course, we will focus on three broad interlocking problems in the philosophy of music: (1) Musical Meaning, (2) Ontology and Performance, and (3) Music and Politics. We will have an overarching concern for musical movement (music moves, it moves us, it is moving…) that will show itself, and attempt to hide itself, differently in our readings. Since it is a seminar-sized class, we have some flexibility in topic choice toward the end of term. No specialized knowledge of music is required, but you will need to be willing to listen carefully to music. While my examples will often be drawn from the western ‘classical’ tradition, they will by no means be limited to it. Yours certainly need not be.

Readings:

We will be reading a lot of Eduard Hanslick’s On the Musically Beautiful, Nietzsche’s Birth of Tragedy, and Lydia Goehr’s the Imaginary Museum of Musical Works. I will make these selections available for download on OAKs but, if you are interested, you should buy these three books from your favorite bookseller. Log on and check OAKs for announcements at least every other day—the schedule of readings will certainly change.

Requirements

1. 20% Attendance and active participation.
   a. “Active participation” means that you must come to class having read the text that appears on the syllabus for that day. You should be prepared to speak up to ask and respond to questions. Many of the readings appear to be short, but they are all very dense and will take all of your attention. (8%)
   b. I will ask several people, randomly chosen (by my computer), per day for musical examples. Ideally, examples should be relevant to the reading. I will ask you why you chose the song, and how it fits in with the reading. If you can’t think of anything that might be relevant to the reading, explain why it was hard (referencing the reading). Then just tell us a piece of music that’s on your mind and we will listen anyway (it can be fun to philosophically improvise around songs). Each of you will be called on at least twice throughout the term. Your answers will be marked on a 0-5 scale, and each will be worth 6% of your grade. You will receive a 0 if you are not there or, for some reason, stay silent. 1-3 will be given to those who give examples, but don’t demonstrate a good grasp of the reading. 4-5 will be given to those who give good examples and demonstrate a good to excellent grasp of the reading. When the readings become painfully abstract (and they will), try to think of examples that might help explain (or refute) them. Whether or not I call on you, bring these examples up in class. If it is a work that is available online, bring a link to share with the class. I will do my best to play it in class (bring an ipod or phone). (12%)

2. Three papers:
   a. 2 1000-1200 word essays. I will give the questions out a bit more than a week in advance. (15%, 20%)
   b. 1 1700-2000 word final essay (30%). This option is designed for majors or people with a serious interest in spending more time with a topic. Writing a research paper in philosophy is Hard, and you should not choose this option lightly. This option will involve bringing me a draft in advance and working through the topic with rewrites. You may NOT simply hand me a paper on the last day. It will also involve reading ahead, if you choose to write about music and politics.

3. Comprehensive final exam (15%).
General Education Student Learning Outcomes.

This course counts toward the General Education Humanities requirement. All humanities course must address the following (general) learning outcomes:

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture, and
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These will be assessed using the third paper.

Policies:

1. Late papers will immediately lose 1/3 of a letter grade, and another each day it is late. (An A paper due Friday at 5PM receives an A- at 5:01, a B+ 24 hours later, a B 24 hours after that...) Only proof of an emergency (illness, etc.) will prevent this deduction.
2. You must complete all assignments to pass this class.
3. Students with a documented disability are invited to discuss this with me during my office hours.
4. Plagiarism: you should be aware of what plagiarism is and should avoid it. The College of Charleston has developed an Honor Code that specifically forbids cheating and plagiarism. For information on the Honor Code, see the Student Handbook (www.cofc.edu/about/handbook.pdf). In general, taking passages from other authors verbatim without citation is plagiarism, as is using someone else's ideas or analysis without acknowledging the source. If you have any questions about what counts as plagiarism, just ask me.

Tentative Schedule of readings that I GUARANTEE will change—check OAKS often:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 1/8</td>
<td>Introduction</td>
</tr>
<tr>
<td>Fri 1/10</td>
<td>Wackenroder, &quot;The Marvels of the Musical Art,&quot; Hoffmann, &quot;Beethoven's Instrumental Music&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1/13</td>
<td>Wackenroder and Hoffmann cont.; Schopenhauer, selections from The World as Will and Representation</td>
</tr>
<tr>
<td>Wed 1/15</td>
<td>Schopenhauer, cont.</td>
</tr>
<tr>
<td>Fri 1/17</td>
<td>Schopenhauer, cont.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1/20</td>
<td>Nietzsche, The Birth of Tragedy</td>
</tr>
<tr>
<td>Wed 1/22</td>
<td>Nietzsche, cont.</td>
</tr>
<tr>
<td>Fri 1/24</td>
<td>Nietzsche, cont.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1/27</td>
<td>Hanslick, Foreword, Chapters I-II</td>
</tr>
<tr>
<td>Wed 1/29</td>
<td>Hanslick, Chapters III</td>
</tr>
<tr>
<td>Wed 1/31</td>
<td>Hanslick, Chapter V</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Paper 1 Due 2/10</td>
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</tr>
<tr>
<td>Mon 2/10</td>
<td>Robinson, &quot;A New Romantic Theory of Expression&quot;</td>
</tr>
<tr>
<td>Wed 2/12</td>
<td>Matravers, from <em>Art and Emotion</em></td>
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<tr>
<td>Fri 2/14</td>
<td>Barthes, &quot;The Grain of the Voice&quot;</td>
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</tbody>
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<table>
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<tr>
<th>Week 7</th>
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</thead>
<tbody>
<tr>
<td>Mon 2/17</td>
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<td>Wed 2/19</td>
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<td>Fri 2/21</td>
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<table>
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<tr>
<th>Week 8</th>
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<tbody>
<tr>
<td>Mon 2/24</td>
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<td>Wed 2/26</td>
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<td>Fri 2/28</td>
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<table>
<thead>
<tr>
<th>Week 9</th>
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</thead>
<tbody>
<tr>
<td>Spring Break</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td>Mon 3/10</td>
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<tr>
<td>Wed 3/12</td>
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<tr>
<td>Fri 3/14</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Paper 2 Due 3/17</th>
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</thead>
<tbody>
<tr>
<td>Mon 3/17</td>
<td>Levinson, &quot;What a Musical Work Is&quot;</td>
</tr>
<tr>
<td>Wed 3/19</td>
<td>Goodman, <em>selections from Languages of Art</em></td>
</tr>
<tr>
<td>Fri 3/21</td>
<td>Goodman, cont</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 3/24</td>
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<tr>
<td>Wed 3/26</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 3/31</td>
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<tr>
<td>Wed 4/2</td>
</tr>
<tr>
<td>Fri 4/4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>(tentative topic: authenticity in performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 4/7</td>
<td>Kivy, <em>Authenticities</em> (selections)</td>
</tr>
<tr>
<td>Wed 4/9</td>
<td>Goehr, &quot;Conflicting Ideals of Performance&quot;</td>
</tr>
<tr>
<td>Wed 4/11</td>
<td>Kivy and Goehr, cont.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 4/14</td>
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<tr>
<td>4/16</td>
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<tr>
<td>4/18</td>
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<td>Week 16</td>
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<td>4/21</td>
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<tr>
<td>4/23</td>
</tr>
<tr>
<td>FINAL</td>
</tr>
<tr>
<td>EXAM 5/2</td>
</tr>
</tbody>
</table>
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Todd Grantham  
Phone: 953-8011  
Email: granthamt@ccofc.edu

Department or Program: Philosophy  
School: HSS

Subject Acronym and Course Number: PHIL 390

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [x] Add a New Course (complete parts C, D, F, G, H, I, J)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This proposal is part of an effort to provide more “high impact learning” opportunities to Philosophy majors. Over the last three years, we piloted this teaching apprentice course twice (with a third student currently serving as a TA). Given that both apprenticeships were successful, we want to make this opportunity available to other students. We expect this program to benefit the apprentices and students alike. Through this course, apprentices will gain greater mastery of the course material, learn about the challenges and joys of college teaching, and be better positioned to apply for graduate school. The students who are enrolled in the course will benefit from having a “peer mentor” who can assist them in learning the course material (e.g., through optional discussion sections, review sessions, and providing additional feedback on drafts of papers).

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

See previous. No impact on other programs.

This form was last updated on 12/13/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study
Contact hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ———

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Philosophy School: HSS Subject Acronym: HSS Course Number: 390

Credit hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study
Contact hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study

Course title: Teaching Apprenticeship

Course description (maximum 50 words, exactly as it appears in the catalog):

Qualified students selected and supervised by faculty engage in activities that facilitate teaching and learning in a specific course. Activities may include helping with in-class activities, preparing assignments or study guides, holding discussion or review sessions, providing feedback on rough drafts of papers, and answering student questions.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

PHIL major, junior or senior standing; 3.25 GPA in major.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ————

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ————
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ———

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $———

This form was last updated on 12/13/13 and replaces all others.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Student will display mastery of course content by explaining key concepts and arguments to fellow students.</td>
<td>Indirectly assessed through student evaluations of the apprentice’s performance. (We expect that the mean evaluation scores for 75% of questions to be “agree” (or better) on a 5 point Likert scale.)</td>
</tr>
<tr>
<td>2. Student will design pedagogical activities that facilitate student learning and reflect critically on the extent to which these pedagogical activities are successful.</td>
<td>Portfolio of teaching materials developed during the semester (including any materials produced, summaries of the apprentice’s activities during the semester, and a narrative reflection on what the student has learned through the apprenticeship). We expect 100% of these portfolios to be of good quality (“B” or better).</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

One explicit goal of our major is to insure that “Students who are interested in further education will be well-prepared to succeed in graduate and/or professional programs.” The teaching apprenticeship will help students gain admittance into (and succeed within) graduate programs in philosophy.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☑ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
PHIL 390 – Teaching Apprenticeship

Statement of Purpose: The goal of a teaching apprenticeship is to create a dual-mentorship opportunity: the Professor mentors the Teaching Apprentice (TA) about college-level instruction and the TA, in turn, mentors students in the course to which they have been assigned. Although each student’s experience is unique, we anticipate that most students who enroll in a 3-hour teaching apprenticeship will have the opportunity to: learn about the skills and techniques used by instructors in the classroom, help develop course materials (syllabi, activities, assignments, exams, OAKS content, etc.), and provide mentorship to the students both in and out of the classroom. Students may also be given the opportunity to deliver in-class lectures and/or run other class activities/discussions. Students who sign up for a Teaching Apprenticeship are expected to attend the class sessions for which they are mentoring and to meet regularly with their professor to discuss the class. In addition, TAs will meet with students outside of class for “office hours”, review sessions, or to review drafts of essays. Finally, TAs will be expected to produce some written work reflecting on their experiences as a TA (e.g., reflections on teaching experiences and/or pedagogical readings).

Proposal. Working together, the Professor and TA will draft a proposal that outlines the work to be performed as a TA. This proposal must be approved by the department before the student will be permitted to enroll in this course. The proposal should address the following points:

1. What specific pedagogical activities will the TA be responsible for (e.g., developing exam questions, holding office hours, hosting review sessions, teaching a class, etc.)?
2. How often will the professor and TA meet?
3. What written materials will the student be responsible for producing?
4. How will the final course grade be determined?

Please attach the proposal to this form and sign at the bottom.

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Student
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Professor
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Department Chair
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Date
----------------------

----------------------
Date
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Date
Teaching Assistant, Political Philosophy (PHIL 209, Professor YYYYY)

Student X proposes to earn three credits in PHIL 398, Spring 2014, by serving as a teaching assistant for PHIL 209, Political Philosophy, taught by Professor Y. X has agreed to do the following:

- Attend all classes and do all of the readings.
- Meet weekly with Professor Y about the class, and work with him on the design of all the writing assignments.
- Hold one weekly scheduled office hour and make him/herself available to students for other meetings by appointment.
- Hold separate scheduled review sessions before each of the three exams.
- Teach two classes during the semester. Students will complete a mini-evaluation at the end of each of these classes to provide feedback on X’s teaching. They will also complete another evaluation of all of X’s work with them at the end of the class.
- Write two short (2-3 pages) pedagogical reflections after each class taught, and then a longer (6 page) reflection at the end of the semester.

The grade will be based equally on (1) carrying out all of these assigned tasks, (2) the quality of his work with students (assessed through their feedback and Professor Y’s observations ), and (3) the quality of the written reflections.

X is one of our strongest majors and has already shown an ability to do independent work and to work with other students. S/he completed a SURF project, authored the department’s submission to Chrestomathy in 2013, and served as the department’s writing tutor. This student also has a strong background in political philosophy and is very well-qualified to serve in this role.
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Todd Grantham  
Phone: 953-8011  
Email: granthamt@cofc.edu

Department or Program: Philosophy  
School: HSS

Subject Acronym and Course Number: PHIL 395

Catalog Year in which changes will take effect: FALL _2014_______

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This proposal is part of an effort to provide more “high impact” learning opportunities to Philosophy majors. Most departments in HSS already offer internships; we want to give our students a similar opportunity.

Recent graduates with humanities degrees often find it challenging to “sell” their skills in the job market. The department believes that this internship course will help Philosophy majors address this challenge. More specifically, we hope that internships will give students practical work experience, help them to more clearly define their career goals and interests, and help them to more successfully transition from the life of a student to the working world. We are not, however, prepared to award credit in the major unless the student undertakes some significant philosophical work. Thus, our proposed internship course combines work experience with some academic work on a philosophical topic that relates to the workplace setting of the internship. (See sample syllabus for an example.)

Given the small size of our major and the requirement that interns connect their career interests to philosophy, the number of students who enroll in this course will be small. Thus, we envision this course as a special kind of independent study.
D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

See previous for effect on Philosophy; no significant effects on other programs.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Philosophy School: HSS Subject Acronym: PHIL Course Number: 395

Credit hours: _ lecture _ lab _ seminar _1-3_ independent study
Contact hours: _ lecture _ lab _ seminar _X_ independent study

Course title: Internship

Course description (maximum 50 words, exactly as it appears in the catalog):
Internships provide the advanced student with a supervised experiential learning opportunity. Students will reflect on how philosophical concepts apply (or how philosophical issues arise) in a practical setting.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Philosophy major; junior or senior standing; 3.0 GPA in the major.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ____________________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ____________________________
Note: Cross-listed courses are equivalent.

This form was last updated on 12/13/13 and replaces all others.
Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will identify and thoughtfully discuss philosophical problems that arise in (relate to) a professional setting.</td>
<td>Student will write a reflective essay explaining how the philosophical materials they've read relate to their practical work experience. We expect 90% of our interns will perform at a “good” (B or better) level.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course reinforces the writing outcomes (ability to conduct independent research) for the major. Skills developed in earlier courses will be reinforced and demonstrated in the internship. The course also aligns with the College’s focus on high-impact learning opportunities.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
PHIL 395 – Internship

Statement of Purpose: This course gives junior and senior majors an opportunity to gain work experience in a field of career interest and to explore how philosophical issues arise in that career domain. With the assistance of a faculty supervisor, the student will develop a plan of studies that combines workplace experience and academic exploration of philosophical literature related to that workplace.

Procedure: The student is responsible for identifying a host agency and a site supervisor within that agency. The student will work with the site supervisor and faculty supervisor to establish a plan for the internship. The plan of studies (proposal) will be presented to the department for review. Students will not be enrolled until the proposal has received departmental approval.

Proposal: Although each internship experience is unique, all proposals should include certain core elements. A 3 credit-hour internship typically requires 100-120 hours on-site (10 hours/week for 10-12 weeks). In addition, each internship must include an academic component. The student and the faculty supervisor will develop a plan of directed reading and written work. Each proposal should address all four of the following categories:

1. Practical details: What company will the student work for? What specific work will the student perform? How many hours/week? Who will supervise the work on site? (The proposal must include a letter from the site supervisor indicating his/her willingness to oversee the student’s work.)

2. Relation to Career Goals: How is this internship related to your career goals/interests?

3. Academic Components: How often will the student and the faculty supervisor meet? What philosophical reading will be involved? What writing assignments will the student complete? (All proposals should include a final essay where student reflects on (a) how the internship has shaped their career goals and (b) how workplace experience has shaped their understanding of the philosophical issues they’ve studied.)

4. How will the final course grade be determined? (This should include a report from the site supervisor as well as the intern’s philosophical/academic work.)

Pre-requisites: PHIL major; Junior or Senior standing; permission of instructor. Normally, we expect the student to have at least a 3.0 GPA in the major.

Deadline: For Spring internships, proposals are due November 15; for Fall internships, they are due April 15th.

Please attach the proposal to this form and sign at the bottom.

_________________________________________   _____________________________
Student                                           Date

_________________________________________   _____________________________
Professor                                         Date

_________________________________________   _____________________________
Department Chair                                   Date
A Hypothetical Example of a PHIL 395 Internship

1. Relation to Career interests. Student is a philosophy major and environmental studies minor, who hopes to work in the non-profit sector on environmental issues. Student proposes an internship with Coastal Conservation League, working with staff in the “Sustainable Agriculture” area. Student has already taken one or two courses (e.g., “Environmental Ethics” and/or “Nature, Technology, and Society”) that discussed sustainable agriculture.

2. Practical details. Student will work 10 hours/week for 10 weeks. Work will include: attending meetings; site visits to local farms; background research related to a policy statement; coordinating outreach events to inform local community of CCL initiatives. (Including a letter from the site supervisor, explaining the work to be accomplished.)

3. Academic work.

   a. Student will read Paul B. Thompson’s The Agrarian Vision: Sustainability and Environmental Ethics (2010, Univ. of Kentucky Press) within the first month of the internship.

   b. Student and faculty supervisor will then identify a more specific topic to investigate. Student will develop a bibliography of philosophical work on this topic and identify three specific articles to examine in detail.

   c. Student will meet with the faculty member at least 4 times during the semester (to discuss the book and three articles).

   d. Student will submit:

      i. A brief (1 page) summary of work done on-site.

      ii. A brief report from the site supervisor assessing the quality of the intern’s work.

      iii. Three short (3-4 page) response papers. Each paper will summarize and critically discuss one of assigned articles.

      iv. A concluding (3-5 page) reflection, indicating what the student has learned from the internship. How has this internship affected the student’s career goals and interests? How has this work experience shaped the student’s understanding of the philosophical issues explored in the response papers.

4. Grading and Assessment. Grade will be based on the academic work submitted, though the grade will be lowered if the site supervisor’s report indicates that the student’s work did not meet expectations.

   a. 60%: response papers

   b. 25%: concluding reflection paper.

   c. 15%: quality of discussion and preparation for meetings with faculty supervisor.
Comments

This sample syllabus is hypothetical, but we suspect that it illustrates the most likely strategy for relating a workplace to philosophy: a focus on applied ethics. For example, a student could intern at a law firm and write on topics in philosophy of law/legal ethics; or a student might participate in MUSC’s ethics consultation service and write on medical ethics. (Philosophy faculty currently serve on this service and facilitate internships at MUSC.) The example given here focuses on environmental ethics. While these applied ethics topics will probably be numerically dominant, the potential scope of internships is much wider. For example, students interested in journalism could explore epistemological issues in journalism (e.g., issues of objectivity), or the impact of the blogosphere on the quality of political deliberation in a democratic society.