

UNIVERSITY STUDIES COURSE APPROVAL REQUEST

FACULTY AND CHAIR SPONSOR SHEET

COURSE NAME/DEPARTMENT/NUMBER: PHL 409 SEMINAR

CLUSTER REQUIREMENT: SA

As a condition of approving this course for University Studies credit, we agree:

That each offered section of this course shall have a syllabus explicitly listing the learning outcomes for this Cluster Requirement along with the course-specific learning outcomes.

That each offered section of this course shall follow the general spirit of the Master Syllabus, with the understanding that different instructors may emphasize different elements of the course and/or use different pedagogical approaches or assessments.

That a syllabus for each offered section of this course will be emailed to the University Studies Director prior to the end of the semester in which it is offered.

That all faculty teaching this course will make available to the University Studies Director and the University Studies Committee any and all student work for the purposes of program assessment, with the understanding that such assessment will take place on a multi-year cycle, that such assessment will keep anonymous the identities of both the students and the instructors, that the responsibility for the collection of student work will fall in the main on the University Studies Director or designee and that this collection shall entail minimal disruption to the operation of the course.

Chair: Jim Nulty J. Nulty Assoc. Prof 11/22/13
 Printed Name Signature Academic Rank Date

Faculty Sponsor: MAUREEN ECKERT Maureen Eckert Assoc. Prof. 11/22/13
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Faculty Sponsor: Jim Nulty J. Nulty Assoc. Prof 11/22/13
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UNIVERSITY STUDIES

Course Rationale and Master Syllabus

Course: PHL 409: Seminar

Cluster Requirement: 5A

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Rationale:

PHL 409 is a seminar course that currently serves as the Capstone course for majors and minors in the Philosophy Department. It is a requirement for completion of the Philosophy Major and Minor and fulfills former General Education requirements of Writing Tier II, Information Tier II and Oral Skills. Students taking PHL 409 Seminar assessments are:

- Weekly reading and/or discussion assignments,
- Oral presentations (individual and/or group),
- Reflection Assignments,
- Database and bibliographic assignments
- A semester long research project.

Advanced research skills, including the use of databases and library resources as well as the composition of a research paper and research presentation are mastered in this course. PHL 409 Seminar enables students to bring to bear all of the skills and content knowledge they have acquired in their philosophy courses—and other, relevant disciplines they have mastered through coursework or other study—in a research project that expresses their unique perspective in an original thesis.

Course Catalogue:

PHL 409 - Seminar

3 credits

Prerequisites: Major or Minor in Philosophy or consent of instructor

Intensive study of (1) major philosophers, such as Plato, Aristotle, Kant, Quine, and Wittgenstein, or (2) philosophers related by a common theme in development, such as Aquinas,

Scotus, Ockham, or Locke, Berkeley, Hume, or Descartes, Spinoza, Leibnitz, or (3) current philosophical work. May be repeated with change of content.

Learning Outcomes:

Course-Specific Learning Outcomes:

Upon completion of the capstone study, students will be able to:

1. Continued development and refinement of skills in **critical analysis**;
2. Increased **vocabulary comprehension**;
3. Increased **argumentative** ability;
4. Increased ability to present philosophical theories and respond to questions and criticism in **writing**;
5. Increased ability to present philosophical theories and respond to questions and criticism **verbally** or in a presentation;
6. Ability to create and defend an **original thesis**.

University Studies Learning Outcomes 5A:

Upon completion of the capstone study, students will be able to:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

Examples of Texts and/or Assigned Readings:

PHL 409: Problems in Philosophy of Mind [Spring 2013]

Jaegwon Kim. *Philosophy of Mind (3rd Edition)*. Westview Press, 2010.

David Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press. 2002

--Note: The Chalmers Anthology is utilized for advanced undergraduate and graduate level courses and contains the major literature)

PHL 409: Free Will, Determinism and Fatalism [Spring 2014]

Steven M. Cahn, *Fate, Logic, and Time*, Wipf & Stock Pub. 2004.

Paul Russell and Oisín Deery, eds., *The Philosophy of Free Will*, Oxford University Press, 2013.

--Likewise, the Philosophy of Free Will anthology contains articles at the advanced undergraduate and graduate level.

Example Assessments:

The philosophical content (topic, theme or philosophical figure) of the seminar changes each time it is taught, but its learning objectives and dedicated skill sets remain constant. PHL 409 Seminar is the course at which philosophy majors and minors are assessed for their level of mastery of Philosophy Department **Learning Outcomes (3) and Outcomes (4)**. (See below.)

Philosophy Program Learning Outcome (3) Rubric

Philosophy Program Learning Outcome (3): Locate, analyze, summarize, paraphrase or synthesize philosophical arguments in primary and secondary texts.

Dimensions	Advanced
Did the student identify the exact philosophical claim that the author wants to defend?	The student evaluated or critiqued the philosophical claim that the author wants to defend.
Did the student identify the factors, conditions, criteria, qualifiers or exceptions that the author says must be taken into account when considering her claim?	The student evaluated or critiqued the factors, conditions, criteria, qualifiers or exceptions that the author says must be taken into account when considering her claim.
Did the student identify the reasons or evidence that the author provides in defense of her claim?	The student evaluated or critiqued the reasons or evidence that the author provides in defense of her claim.
Did the student identify the deductive or inductive form of the author's argument?	The student evaluated or critiqued the deductive or inductive form of the author's argument.
Did the student identify objections to the author's claim, and the author's replies?	The student evaluated or critiqued objections to the author's claim, and the author's replies.

Example Assessments for Outcome (3)

Course Specific Learning Objectives 1 – 4

University Studies Learning Objectives 2, 3

PHL 409 Seminar: Free Will Determinism and Fatalism

Weekly Reading Outlines

Each week that we meet all students are expected to have completed reading the assigned articles, chapters or other media scheduled for discussion that day. Bring a hard copy of an outline for each assigned article, chapter or other media to class on the day it is covered.

Each reading outline must:

1. Identify the author's philosophical claim with precision and accuracy.
2. Identify the scope of the author's claim—explain the criteria of application, any explicit exceptions, qualifications or conditions involved with the author's claim.
3. Explain the author's reasoning supporting the claim –present the author's justifications/argument and any evidence for the claim.
4. Identify the deductive or inductive form of the author's argument.
5. Identify objections to the author's claim and replies by the author.

Your outlines will be collected and graded. Moreover, they will provide you with a basis for discussing details of the readings while in seminar. They may, additionally, serve as you guides for in-class quizzes and other activities in seminar.

PHL 409: Group Quiz Creation

Course Specific Learning Outcomes 1 – 4

University Studies Learning Outcomes 2, 3

With your assigned group, you will be responsible for developing a quiz covering the reading/s assigned for that week. Meeting in person or electronically—utilizing email or wikis on our course website are all options for meeting with your group.

Goal: Determine approximately 10 quiz questions that you and your group agree upon as essential for understanding the reading material. Your classmates will have their reading guides to assist them with answering the quiz questions. Determine fair questions that can be answered – I will administer the quiz and if obscure or poorly formulated or unfair questions are part of the quiz, these questions will not be utilized.

Your group must develop an answer key to the quiz you create. Quiz Creator groups do not have to take the quiz that week—the quiz and answer key will provide the quiz grade for the group. Obscure, poorly formulated and/or unfair questions will deduct from the group quiz grade.

PHL 409: Reflection Assignment (sample)

University Studies Learning Outcomes 2, 4

Write a letter to yourself explaining what has brought you to select the thesis of your research project. What features of your education at UMASS Dartmouth do you believe guiding you towards the idea/s you hope to defend? Explain the ideas that have most inspired you and any ideas that have troubled you. What challenges in the future do you believe your intellectual efforts now will help you be prepared for and overcome?

Philosopher's Index Database Bibliography Assignment

Course Specific Learning Outcomes 6

University Studies Learning Outcomes 1

After our classroom demonstration of using the Philosopher's Index (finding it on our library website, running searches, refining search terms, reading abstracts), you will create and submit a bibliography of secondary sources for your research. This is a list of **potential** secondary sources.

Your bibliography will be submitted [one month prior to the due date] of your research paper. It will be assessed and you will receive feedback on making improvements. Once you receive your feedback you are expected to locate and obtain copies of the material in your bibliography. Changes and additions can be made to this list! During your research process you will discover additional readings. If in doubt, inquire about these additional resources.

Philosophy Program Student Learning Outcome (4) Rubric: Original Research Paper/Thesis

Course Specific Learning Outcomes 1-4, 6*

University Studies Learning Outcomes 1, 3, 4

Philosophy Program Learning Outcome (4): Generate, develop and defend the student's own original thesis either orally or in writing.

Dimensions	Proficient	Not Proficient
Does the thesis statement clearly state the author's position?	The thesis statement clearly states the author's position.	The thesis statement is ambiguous, and it is unclear what position the author will defend, or whether the author will defend a position at all.
Is the thesis statement argumentative or expository?	The thesis is argumentative.	The thesis is expository.
Is the thesis statement limited or open-ended?	The thesis is limited to a single issue and a single position.	The thesis is open-ended, encompassing several issues or positions.

Does the thesis statement connect with published work that others have done on the issue?	The thesis is clearly engaged with published work that others have done on the issue.	The thesis is disengaged from work on the issue published by others.
Does the thesis statement appear to contribute to an ongoing conversation about its topic?	The thesis attempts to contribute to an ongoing conversation among scholars about a topic.	The thesis is idiosyncratic and divorced from an ongoing conversation among scholars on the same topic.

Sample Assessment: Research Paper Guidelines

Course Specific Learning Outcomes 4, 6*

University Studies Learning Outcomes 1, 3, 4

PHL 409: Problems in Philosophy of Mind

Proposal Due: March 26th

Final Paper Due: May 7th

Late papers will NOT be accepted without extensive medical documentation.

The research paper should be 20-25 pages in length, double-spaced, with one inch margins. The paper must be stapled.

You MUST use ten additional sources. By "additional sources" I mean articles we have not read in our assignment anthology and not chapters in our assigned textbook. The best way to begin to find these sources is to look at the additional reading suggestions in our anthology and textbook. You can also look at the articles cited in the essays in the anthology. It should be easy to find many more sources than you have to cite in your research paper—we will have a practicum in using the Philosopher's Index Database.

[NOTE—most students in PHL 409 should have had experience in utilizing Philosopher's Index, but this skill will be reviewed and reinforced.]

We have covered some of the central debates and issues in the philosophy of mind in a fair degree of detail. The goal of the research paper is to explore one of these debates or issues in much greater detail. More specifically, the goal is for you to take a particular stance on one of these topics (your thesis statement) and defend it against objections.

Your paper should contain the following elements:

1. Thesis statement
2. A careful description of the topic, issue or debate (provide the basic framework)
3. A detailed review of the main arguments for and against your thesis (you can use Kim and Chalmers in this section)

4. A detailed presentation of your additional research (what do the 10 articles you read say about your topic? You should be presenting arguments in this section.)
5. Your critical analysis of the debate (what arguments are most convincing and why?)
6. Use quotes and a standard form of citation; include works cited page

Oral Presentations

Course Specific Learning Outcomes 1-4, 5*

University Studies Learning Outcomes 1, 4

Sample Assessment

PHL 409 Problems in Philosophy of Mind: Oral Presentation Guidelines

General Presentation Guidelines

Each student will complete seven group presentations this semester. Your group number (1, 2, 3 or 4) corresponds to the reading order of the four articles in Chalmers' anthology. For example, people in Group 1 will present the first reading in Chalmers for that week. People in Group 3 will present the third reading listed in Chalmers that week.

It is imperative that all the members of each group contribute to the creation and presentation of material. The quality of the seminar depends, in part, on how well all of you prepare for each class meeting--imagine that!

Each group is required to produce a detailed outline and summary of their assigned chapter. I will post these handouts on MyCourses and each student is expected to print them out and bring them to class. One purpose of the handouts on MyCourses is to create a data base of information, a reference tool, for your research papers later in the semester.

The members of each group will decide how to divide up the presentation of material. The goal here is to TEACH this material to your classmates, so not only must you have understood the material correctly, you need to think about the best way to present it.

Your grade will strongly correlate with the level of detail in your handouts!

Specific Formatting Guidelines:

University of Massachusetts, Dartmouth

Philosophy 409

Seminar: Debates in the Philosophy of Mind

Spring 2013

Group number: article title and author

Group members: list the members of the group

Section 1: one paragraph summary of the article. (Note: use these section headings in your handout)

What is the main point or points of the article? What is the author's general argument or approach used to support her thesis or theses?

Section 2: definitions of key terms (use these section headings in your handout)

List and define all the major key terms in the article. These definitions should help the other students understand the article and the material, which follows in this handout. There should be a lot of terms in this section.

Section 3: summary of the article (use these section headings in your handout)

If the article has different section headings, then you should include those as part of your summary to help the reader figure out which part of the text you are summarizing.

You MUST include page references. You should have a page number and then your paragraphs summarizing that page.

Section 4: reconstruction of the main argument or arguments

This section might overlap some of the material from section 3. However, you want to re-structure the arguments that appeared in your summary in a more transparent form, ideally premise and conclusion format (Kim's book is a good model of how to do this).

Section 5: connections with Kim's chapter on the topic

You want to correlate specific pages in Kim's book with specific pages in your article. Does Kim offer a reconstruction of an argument in your article? What criticisms does Kim offer that might apply to the argument your author presents? You're trying to help the other students find the portions of Kim's analysis of a topic that are most relevant to your article. Explain how some of Kim's criticisms challenge or refute arguments and claims made by your author.

*hand in group assessment form separately

Sample Assessment: Oral Research Presentation PHL 409 Free Will, Determinism and Fatalism

Oral Research Presentation Guidelines

As part of your research project, you will prepare a 15-20 minute presentation of their research. Your research presentation will be made in-class or, alternatively, for the department. Your goal is to familiarize your audience quickly and efficiently with your ideas and the support that you have for them. Costs and benefits of your position that you are defending should be included.

Guidelines:

1. Your presentation should be a digest of your research. You are not reading your finished research paper.
2. Present your thesis clearly.
3. Present your ideas for supporting your thesis.
4. Present any objections or costs involved in your position. Show how you may respond to any objections or handle any costs.
5. You may use Powerpoint or other media to create your presentation.
6. You may integrate questions you have yet to answer in your research into your presentation in order to receive feedback.
7. You should integrate any useful feedback into your final research paper.

Sample Syllabus

University of Massachusetts, Dartmouth
 Philosophy 409
 Seminar: Debates in the Philosophy of Mind
 Spring 2013
 Prof. Tim Nulty
 Office Hours: Tuesday 12-2; Wednesday 1-2; Friday 1-2
 LARTS 309
 x8766
 tnulty@umassd.edu

Course description: This course is an in depth study of central debates in the philosophy of mind. We will cover nearly all of the main approaches to understanding the mind in recent history-- dualism, behaviorism, functionalism and identity theory. We will examine the nature of mental content, consciousness, and the problem of mental causation.

Required Texts:

Jaegwon Kim. *Philosophy of Mind* (3rd Edition). Westview Press
 David Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press

Course Objectives:

Skill objectives: continued development and refinement of critical analysis abilities; increased vocabulary comprehension; increased argumentative ability; increased writing ability; increased ability to present verbally philosophical theories and respond to questions and criticism; ability to create and defend an original thesis.

Content objectives: By the end of the course students should have a good understanding the main arguments relevant to dualism, behaviorism, functionalism, mental causation, mental content, intentionality, propositional attitudes and reductionism.

Assessments:

- Weekly reading and/or discussion assignments,
- Oral presentations (individual and/or group),
- Reflection Assignments,
- Database and bibliographic assignments
- A semester long research project.

Learning Outcomes:

Course-Specific Learning Outcomes:

Upon completion of the capstone study, students will be able to:

1. Continued development and refinement of skills in **critical analysis**;
2. Increased **vocabulary comprehension**;
3. Increased **argumentative** ability;
4. Increased ability to present philosophical theories and respond to questions and criticism in **writing**;
5. Increased ability to present philosophical theories and respond to questions and criticism **verbally** or in a presentation;
6. Ability to create and defend an **original thesis**.

University Studies Learning Outcomes 5A:

Upon completion of the capstone study, students will be able to:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

January

1/22: K Introduction pp. 1-28; C Foundations

1/29: Dualism: K chapter 2, pp. 31-58; C chapter 1A Dualism, essays 1, 2, 3 & 4

February

2/5: Behaviorism: K chapter 3, pp. 61-87; C chapter 1B Behaviorism, essays 5, 6 & 7

2/12: Identity Theory: K chapter 4, pp. 91-125; C chapter 1C Identity Theory, essays 8, 9 & 10

2/19: Functionalism: K chapter 5 & 6, pp. 129-189

2/26: Functionalism continued: C chapter 1D Functionalism, essays 11, 12, 13 & 14

March

3/5: Mental Causation: K chapter 7, pp. 193-223; C chapter 1F Mental Causation, essays 22 & 23

3/12: Other Psychophysical Relations: C chapter 1E, essays 17, 18, 19 & 20

3/18: Spring Break

3/26: Mental Content: K chapter 8, pp. 227-258; C chapter 3B (propositional attitudes), essays 50, 51, 52 & 53

April

4/2: Mental Content continued: C chapter 3A (intentionality), essays 45, 47, 48 & 49

4/9: Mental Content continued: C chapter 3C (internalism and externalism), essays 54, 55, 56 & 57

4/16: Consciousness & the Mind-Body Problem: K chapters 9 & 10, pp. 263-33

4/23: Consciousness & the Mind-Body Problem continued: C chapter 2A (general), Essays 24, 25, 26 & 27

4/30: Consciousness & the Mind-Body Problem continued: C chapter 2D (explanatory gap), essays 35, 36, 37 & 38

Course Expectations:

The class is a seminar. Students are expected and required to lead the class most of the time. Students are expected to be prepared for every class. The quality of the seminar depends on the performance of every student.

The minimum expectation is that you will attend all of the class meetings, and that you will participate during each class meeting. By 'participate,' I mean that you should ask intelligent questions about the reading, respond to other students' questions, and offer relevant examples, etc. Merely showing up and occupying space is not sufficient to count as participation.

Philosophy is a difficult subject area because of its conceptual complexity, but also because few people have prior exposure to philosophical literature. A good student will spend (roughly) three to four hours preparing for each hour of class meetings. If the class meets for two and a half hours each week, you should spend approximately 7.5 – 10.0 hours preparing for this class each week. How does one prepare for philosophy class? First, read the assignment at least twice,

making note of areas you don't understand, or areas that you find interesting or helpful. You should then try to summarize the reading in your own words by writing a paragraph or two in your notebook. One good test of whether you understand the text or not, is if you can explain what you've read in your own words. Some helpful questions include: what is the author's main point? How does the author argue for his or her claims? What problems are there with the author's arguments?

If you do not understand some portion of the text, it is your responsibility to do whatever is necessary to acquire that understanding. You are responsible for your education.

Graded Work:

(1) There will be a twenty to twenty-five page research paper due at the end of the semester worth 50% of your grade. The paper will require independent research on a specific problem covered in class. Students must present and defend a particular thesis in their papers.

(2) There will be group presentations worth 40% of your grade. The group presentations will happen on the following dates: 2/26, 3/12, 3/26, 4/2, 4/9, 4/23, and 4/30. These dates are highlighted in yellow on the reading schedule. Group members will change each week. Each group will prepare a summary handout of the readings for which they are responsible and lead the class through the reading.

(3) Reflection assignments, online discussion boards, quizzes/and or other in-class written assignments are worth 10% of your grade. These low stakes assignments may be posted on our course website or held in class.

Generally speaking, ALL students will read the chapters in the Kim book to provide a basic overview and to assist with their understanding of the articles in the Chalmers anthology. Each group will be assigned ONE of the four essays from the Chalmers book listed for that week.

The goal is for each student to have a good understanding of the general theories and arguments by reading the Kim book. Each student should then study in detail ONE article each of the presentation weeks from the Chalmers anthology (the article assigned to his or her group to present). The other three articles for that week can be skimmed. You will learn about those articles mostly from the presentations of the other groups.

Students must do ALL the readings on the weeks without presentations scheduled.

(3) Bonus points will be awarded to students who "help" students who are presenting by asking good questions or clarifying difficult aspects of the text.

Plagiarism & Academic Misconduct: Any form of plagiarism or academic misconduct will result in failure of the course and notification of the university. Claims of ignorance regarding the citation of sources are insufficient justification for academic misconduct. It is your responsibility to know the university's policies on academic misconduct; you are also responsible for asking questions if you are not sure if you need to cite a source or not.

Students with Special Needs and Disabilities: If you have any special needs or accommodations please let me know as soon as possible. I will make every effort to work with you to ensure your success in the course.