Stern College Philosophy Mission Statement

The mission of the philosophy department is to foster students' familiarity with a significant range of philosophical problems, concepts, arguments, and figures, and to prepare students for a variety of careers, ranging from law to teaching to writing to finance to medicine. The department provides this preparation by teaching transferable skills such as analyzing and appraising arguments, constructing original arguments, and writing clearly about complex material. In addition, some courses enable students to understand the relevance of philosophy to social problems, especially issues in ethics and public policy.

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| **Program/Major Goals** | **SLOs** |
| 1.Students will be able to critically evaluate philosophical arguments and to construct their own.  NOTE THAT I LIST 4 SLOs, NOT THREE., SO THEY ARE ALL IN ONE BOX. | * a. Express arguments in rigorous form, with numbered premises and conclusions. * b. Critically evaluate arguments by finding faulty premises or dubious inferences between steps. * c.Present arguments not only in numbered form, but in rigorous yet clear prose. * d. Identify the many categories of both valid inferences and logical fallacies (whether formal or informal) that philosophers identify and label—for examples, modus ponens, modus tollens, transposition, ad hominem, affirming the consequent, and begging the question. |
| b. |
| c. |
| 2. Students will be able to clearly communicate philosophical ideas, both orally and in writing. | * a. Orally communicate complex ideas in a clear and systematic manner |
| b.   * Clearly and systematically present logical arguments in written assignments |
| c. |
| 3. Students will be able to comprehend a wide, diverse range of philosophical texts. | * a. Interpret philosophical texts that come from different eras and locales, and therefore encompass different styles (e.g., dialogue, dialectical, formalistic,) and contain specialized vocabularies (as in the case of medieval texts). |
| b.   * Explain the ways in which these texts “conversed” with each other historically. |
| c. |
| 4. Students will be able to understand main arguments and figures in the history of philosophy. | * a. Articulate the different positions associated with different philosophers and school of thought |
| * b. Articulate the specific arguments used by each philosopher or school of thought |
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| c.   * C. Compare and contrast the positions and arguments in detail. |
| 5. Students will be able to understand alternative ways of viewing subject matters, be they issues in metaphysics, epistemology, ethics, or any other subfield of philosophy.  THERE’S ROOM FOR ONLY 5 GOALS, AND WE HAVE SIX, SO I LISTED 5 AND 6 TOGETHER AND ALL THREE OBJECTIVES OF EACH TO THE RIGHT.  6. Students will be able to apply philosophical knowledge and skills to analyze relevant social problems. ALL THREE OBJECTIVES ARE LISTED IN ONE BOX SINCE I HAD TO COMBINE | * a. Develop arguments for each side of a philosophical issue. * b. Develop counter-arguments to their own position * c. Assess these counter-arguments to their own position |
| * a. .Apply ethical and political theories to concrete social problems in areas like medical ethics and the ethics of war. * B. Identify the assumptions and arguments about ethical and political issues that are made in both philosophical writings and genres intended for popular consumption. * C.Critically assess these assumptions and arguments. |
| c. |

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| SLOs   |  | | --- | |  |  |  | | --- | |  | | Required Courses/Learning Experiences | | | | | | | | | | | | | | | | | | | | | |
| **Phi 1600 Ethics** | | **Phi 3402 Philo of Law** | | **Phi 1710**  **Religion and philosophy** | | **Phi 1425**  **Philosophy and the New Technologies** | | **Phi 2420**  **Modern** | | **Phi 1100**  **logic** | | **Phi 2740 Science and religion** | |  | **Phi 2600**  **Environmental ethics** | | |  | **PHI 3500 Medical Ethics** | | |
| Critically evaluate arguments by finding faulty premises or dubious inferences between steps | X | | X | | X | | X | | X | | X | | X | |  | X | | |  | x | | |
| Critically evaluate arguments by finding faulty premises or dubious inferences between steps | | X | | X | | X | | X | | X | | X | | X | | |  | X | | |  | X |
| Clearly and systematically present logical arguments in written assignments | | X | | X | | X | | X | | X | | X | | X | | |  | X | | |  | X |
| Interpret philosophical texts that come from different eras and locales and therefore encompass different styles | | X | |  | | X | |  | | X | |  | | X | | |  |  | | |  |  |
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