

**University of Tennessee at Chattanooga**  
**Department of Philosophy & Religion**  
**Fall 2024**  
**Self-Study**

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## **Preface**

After a period (from Fall 2015 through Spring 2023) during which the Department of Philosophy & Religion shared a department head with the Department of Modern and Classical Languages and Literatures (the “merger” period), our Department achieved independence (as it was before the merger) as of Fall 2023. At that point, Talia Welsh (PHIL) became our department head; however, as Welsh left at the end of 2023-2024 to take a new job (to be closer to her elderly and ailing parents in Canada), our new department head as of Fall 2024 is Jonathan Yeager (REL). Yeager is continuing many of the initiatives that were begun under Welsh’s headship, as well as beginning to craft his own approach to the position.

Relatedly, Welsh’s departure has led us to a search for her replacement, a search which the administration has approved and which is still on-going at present. We received 94 applications, and we are hopeful of finding a suitable new tenure-track hire in Philosophy later this Spring 2025 semester.

## I. Learning Outcomes

### **1.1 Program and student learning outcomes are clearly identified and measurable.**

Our department has specified five learning outcomes for its Philosophy (PHIL) major tracks and five nearly identical outcomes for its Religion (REL) major. For the Philosophy side of the program, the outcomes are:

1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.
2. Students will learn organizational and research skills in order to read and interpret scholarly materials and organize and present research data and results competently.
3. Students will learn the skills of critical reasoning that will enable them to analyze texts, Philosophy arguments, doctrines, theories, and ideas.
4. Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.
5. Students will be able to discuss contemporary philosophical problems and their significance locally and globally.

And for the Religion side of the program, the outcomes are:

1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

2. Students will learn organizational and research skills in order to read and interpret scholarly materials and to organize and present research data and results competently.
3. Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
4. Students will know the significant historical figures and multiple perspectives that have influenced religion on a local and global basis.
5. Students will be able to discuss contemporary religious issues and their significance locally and globally.

Philosophy and religion students should possess strong critical thinking and reading comprehension skills, be able to analyze complex ideas and work adeptly with competing viewpoints. Thus, we feel the above outcomes reflect the broad range of skills that graduates in philosophy and religion should develop, and if they do develop in these areas, they will be well-equipped for a variety of career options.

Our learning outcomes are well-integrated into the content of our courses. The outcomes include skills that are so central to the study of both philosophy and religion that students would scarcely be able to take our classes without receiving significant exposure to them. Our syllabi frequently list some or all of the learning outcomes as objectives for their respective courses, and we consciously seek to design assignments and class discussions around fostering the development of skills related to the outcomes. For examples, see the syllabi for PHIL 2110, PHIL 3110, PHIL 3510, PHIL 3530, PHIL 4940, REL 1030, REL 2110, REL 4670, REL 4840 in [Appendix A](#).

Our outcomes are structured to be measurable. As discussed in the next section, we regularly assess our outcome progress using assignments from various courses. The scores on these assignments provide a reasonably objective way to measure how well our students are doing in the outcome categories.

In addition to establishing these outcomes, we have created curriculum maps that display which of the outcomes are worked on in each of our required courses and what level of proficiency we expect students to develop related to those outcomes (see [Appendix B](#)). For example, in our PHIL 3110 course (Symbolic Logic), we work on outcomes one and three through five. Outcome two is not covered in that course, since, as it is a course in formal logic and very much like a math course, there is not much of a research and writing component to the course. The curriculum map further shows that we expect students in that course to develop strong competence with respect to outcome three, which is a central focus of the course, while the course only seeks to introduce students to outcomes four and five. By contrast, in the PHIL 3510 course (History of Ancient Greek and Roman Philosophy), we work on all five outcomes and expect students to at least practice outcomes one through three and develop competence with outcomes four and five. Our recently created pre-professional philosophy major tracks both require a capstone course—PHIL 4930 (Topics in Philosophy of Law) for the Pre-Law, Ethics, and Justice track and PHIL 4940 (Topics in the Philosophy of Health, Illness, and Medicine) for the Philosophies of Health, Medicine, and Illness track. Since these are capstone courses and are typically taken in the senior year, it is reasonable to expect that students in these classes demonstrate competency in all five of the outcomes. On the religion side of the department, in REL 1030 (Intro to the Study of Religion), which is a requirement of all religion majors but it is

still an entry level course, we introduce students to the five religion outcomes. But in REL 2110 (Religions of the East), which is also required of REL majors, we ask students to practice outcomes one and two, we introduce them to outcome three and ask them to demonstrate competence with respect to outcomes four and five. Advanced religion courses, such as REL 4670 and REL 4840, require students to demonstrate competence with all five outcomes.

### **1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.**

To evaluate how well we are meeting the outcomes, we assess a sample of our courses each year. We choose specific courses to evaluate, and within each course, we select one or two outcomes to assess. The professor of the course selects an assignment(s) or test that will provide a good indication of how well an outcome has been fulfilled. The professor then sets target performance values on the test or assignment(s) as a measure of how effectively the outcome is being met. To illustrate, we assessed Philosophy outcome three (students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas) in our PHIL 2110 class (Logic, Language, and Evidence) in 2020-2021. In this course we used the first exam as our assessment device. Among other things, the exam requires students to identify arguments in ordinary prose passages and lay them out in numbered steps, identify fallacies in arguments, and diagram the inferential structure of longer arguments. All these skills are highly useful in critical reasoning and clearly promote outcome three. We set a goal that 60% of the class would score at least 24 out of 30 on this exam. We very nearly met the goal (59% of students hit the mark) and felt that, though there was room for improvement, this was a good

indication that the course was effective in promoting outcome three. Similarly, in 2023-2024, we assessed Religion outcome 4 (Students will know the significant historical figures and multiple perspectives that have influenced religion on a local and global basis) and used our REL 2360 class (Religion in American Life). We employed the second exam from this class as the assessment tool. This test is given in the middle of the semester and requires students to identify significant historical figures, concepts, terms, and contexts in American religion, from the establishment of the United States and the Constitution to the Antebellum period. The assessment goal was that 75% of students would score at least an 80% on the exam, as we felt if students met this goal, that would be good evidence that outcome 4 was being achieved. In this case, 79.2% of students met the goal. [Appendix C](#) contains this report and some other assessment reports from recent years. As the reports demonstrate, we draw relevant evidence from our assessment efforts to determine whether our learning outcomes are being achieved.

We are also in the process of developing ways to assess our majors at the program level (in addition to assessing in individual classes). For the 2024-2025 assessment cycle, we plan to add outcomes that examine (a) the factors that attracted students to our majors and (b) what our students' plans are upon graduation. These outcomes do not necessarily involve student learning but assessing them will hopefully provide useful information about what we as a department can do to draw more majors and how we can better prepare our majors for their careers. We are also planning to alter our degree requirements to require that all our majors take an upper-level philosophy or religion course where they are required to write a significant paper. The majority of students end up doing this anyway, but we believe that all should. Once this requirement is in place; we will develop a common rubric that can be used to evaluate the papers to see how our



students are doing in regard to various other learning outcomes. This will provide us with a tool for assessing how *all* our majors are doing with respect to our learning outcomes. We hope to complete this change to the major requirements and have the assessment rubric in place for the 2025-2026 assessment cycle.

### **1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.**

Our plan, in keeping with the University of Tennessee at Chattanooga's (UTC) assessment guidelines, is to evaluate all of our outcomes at least once every three-year cycle. This will ensure that we are continually working on ways of improving our instruction so as to better accomplish our outcomes. For example, we assessed Philosophy outcome three in 2020-2021 and then again in 2022-2023 (see [Appendix C](#)). As discussed above, in 2020-2021, we set the target at 60% of students meeting this goal, and approximately 59% of the students met the goal that time. In 2022-2023, we set the bar at 66.7% and 73.3% met the goal. Also, the previous time this outcome was assessed we only had students evaluate the arguments of others. In the 2022-2023 cycle, part of the assignment was again to articulate the ideas and arguments of others, but we also required them to articulate and defend ideas of their own, which in many ways is a more challenging test of critical thinking abilities. As another example, on the Religion side of the department, in 2019-2020 we assessed Religion outcome 5 (Students will be able to discuss contemporary religious issues and their significance locally and globally) and employed a short essay question from our REL 2110 course (Religions of the East). At that juncture, we set an ambitious standard that 80% of students would score 6 out of a possible 7.5 points. 64% of the students achieved this goal, which was a decent showing but still short of the mark. This

outcome was assessed again in 2023-2024 and the goal was again an ambitious 80%. To improve the score, more time in class was taken to explain the specific points students were to focus on in their essays. Class time was also used to show students what a finished, exemplary answer would look like. This time, 73% of students reached the goal, which, though less than the desired amount, still showed improvement over the previous assessment. These examples provide evidence that we are actively seeking to utilize assessment of our learning outcomes to improve our instruction.

#### **1.4 The program directly aligns with the institution's mission.**

Our learning outcomes align well with UTC's institutional mission and values, as well as the goals of the College of Arts and Sciences (CAS). UTC's mission, as expressed in its 2021-2025 Strategic Plan, is:

The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community.

And the College of Arts and Sciences, of which the Department of Philosophy and Religion is a part, has articulated these goals:

1. This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy.

2. The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.
3. The College of Arts and Sciences embraces cultural and intellectual diversity.
4. The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners.
5. The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond.

Our outcomes one through three (from both sides of the Department) promote the development of foundational intellectual skills, such as analyzing complex ideas and theories, research and writing, and critical thinking. These skills are vital to nearly all other academic pursuits and it is clear that they support several of the goals of UTC and CAS. The institutional and college goals aim to provide rich, meaningful learning experiences to students and encourage them in scholarship (UTC's mission and CAS goals one, two, and four), and our learning outcomes show that we are committed to these goals as well. Further, our outcomes four and five promote both UTC and CAS's goals of embracing cultural and intellectual diversity (UTC's mission statement, CAS goal three). These outcomes express our desire to expose our students to global philosophical and religious figures and multiple perspectives on a wide array of issues, and this surely benefits the University's mission of intellectual and cultural diversity. Community enrichment also figures prominently in the goals of both the university and the college. All our outcomes lead to students who are well-versed in a wide range of points of view and are equipped to evaluate them carefully and even-handedly. We believe that people can use these

skills to become more discerning voters, more thoughtful consumers, and more intelligent citizens overall. And if they do, this enriches the community and further demonstrates that our department's learning outcomes are intended to align with UTC's mission (see also CAS goal five).

## **II. Curriculum**

### **2.1: The curriculum content and organization are reviewed regularly and results are used for curricular improvement**

The department conducts a regular review of curricular needs. The curriculum content and organization for both Philosophy and Religion courses are reviewed at least annually by our curriculum committee; tenure-line and tenured faculty members vote on recommending all curricular matters. Philosophy and Religion Lecturers are also consulted, particularly with regards to the courses that they teach. For details about our curriculum processes, see section 2.2.

### **2.2: The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree**

Our process for ensuring courses are offered regularly, which ensures that student make timely progress toward earning their degrees, are the following: 1. Faculty who typically teach the core courses required for our majors are expected to teach those courses at least once per year, or if these faculty are unable to do so, the department faculty and Department Head ensure that another faculty member is able to offer these courses at least yearly. 2. Our departmental curriculum committee reviews at least annually whether students are able to take the courses they need to graduate, and adjusts course offerings or major requirements as needed (this process is further explained below). 3. On a case-by-case basis, the curriculum committee and Department Head will consider petitions from students who were unable to get any courses they needed before graduation, at least if an appropriate substitution for the course in question can be found.

Since 2020, the departmental curriculum committee has met at least annually, and the tenure-line and tenured faculty within the department have voted to make the following curricular changes:

(1) We added a Breadth Requirement to the Philosophy Major in 2020 that ensures students are exposed to topics like philosophy of gender/sexuality and/or non-Western traditions (see section 2.5 for more details).

(2) We added two major tracks: a Pre-law, Ethics, and Justice track and a Philosophies of Health, Medicine, and Illness track (see section 2.10 for more details).

(3) Because of General Education requirements, we recertify all our General Education courses for General Education credit every three years. This was a particularly involved process when new General Education categories were adopted by UTC in 2023 (see section 2.9 for details).

The Philosophy curriculum emphasizes the areas recommended by the American Philosophical Association and also offers courses in areas where faculty have special interests (existentialism and phenomenology, aesthetics, modern European philosophy, ancient Greek philosophy, Asian philosophy, applied ethics, philosophy of religion, etc.). The Philosophy faculty also offer a number of special topics courses under the rubrics of PHIL 4910r and PHIL 4920r. Moreover, Philosophy 4830, Feminist Theory, is cross-listed with the Women's, Gender, and Sexuality Studies Department, and Philosophy 4840 is cross-listed with the Environmental Science Department as ESC 4840.

In Religious Studies the curriculum is wide-ranging, including courses in the major world religions (Christianity, Judaism, Islam, Buddhism, and Hinduism) and special topic issues that require comparative approaches (Religion in the South, Gender and Sexuality in Religion). In

both disciplines, there are introductory courses (Philosophy 1010 and 1020, Philosophy 1200, Philosophy 2010, Religion 1030 and Religion 1100).

The following Philosophy courses are typically offered once per year: Logic, Language, and Evidence (2110), World Philosophy (recently retitled Life, the Universe, and Everything) (1200), Intro to Asian Philosophy (2120), Biomedical Ethics (2250), Existentialism (2310), and Popular Culture and Philosophy (2350). As discussed in section 2.8, we also regularly offer seminars on special topics, sometimes in response to requests from students.

In Religious Studies, we have offered the introductory courses, Intro to the Study of Religion (1030), Intro to Western Religions (1100), and Religions of the East (2110), each year. In the fall, Biblical Literature I (2210) and the History of Christianity (2140) are offered, and in the spring Biblical Literature II (2220) and Religion in American Life (2360) are offered. At the upper level, we have offered a minimum of two courses in the Western traditions and one in either comparative or Asian traditions each semester.

### **2.3: The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum**

We have been submitting proposals for recertification of our numerous General Education courses, especially with UTC's adoption of new General Education categories in 2023; doing so has often required rethinking older courses so they more clearly meet the new General Education criteria. Faculty regularly make use of new teaching ideas learned at conferences such as the

Teaching Hub at the American Philosophical Association conferences, and all faculty use Canvas and other technological features (PowerPoint, videos, memes, artwork, etc.) to enhance their teaching.

Some faculty have opted to rename their General Education courses to better adapt to the new 2023 General Education categories, because many of our courses are in large categories competing with numerous other courses offered by larger departments with more resources. The rationale for this is that catchier course titles might attract more student attention. For instance, in 2023, “PHIL 1200: World Philosophy” was renamed “PHIL 1200: Life, the Universe, and Everything.”

In 2021, we added two new major tracks: a Pre-law, Ethics, and Justice track and a Philosophies of Health, Medicine, and Illness track. These tracks emphasize the practical and interdisciplinary aspects of philosophy. Each track has been successful in attracting new majors to our department. See section 2.10 below for more specific information about these tracks.

We have not yet added a new Religious Studies track, but given the success of the new Philosophy tracks, we have been working toward developing tracks such as Religion and Business or Religion and Politics.

**2.4: The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.**



The major program syllabi discussed in Part One were PHIL 2110, PHIL 2310, PHIL 3110, PHIL 3510, PHIL 3530, REL 2110, REL 3340, REL 3620, REL 4670 and REL 4840.

The catalog descriptions for our major program syllabi identified in this self-study can be found below, which are followed by a detailed list of our departmental learning outcomes and how these match the learning outcomes for each selected course. A complete catalog description for all our courses may be found on [our department's website \(https://www.utc.edu/arts-and-sciences/philosophy-and-religion\)](https://www.utc.edu/arts-and-sciences/philosophy-and-religion).

### *Descriptions for Courses Detailed in this Self-Study*

#### PHIL 2110: Logic, Language and Evidence

An examination of accepted forms of reasoning and of the varied ways in which language functions; fallacy, definition, metaphor, and theories of meaning; examples from such areas as science, law, politics, theology, and philosophy; classical and symbolic logic; deductive techniques; induction and deduction contrasted. Offered - Fall semester.

#### PHIL 2310: Existentialism

A survey of existentialist philosophy and literature. Extensive reading and writing. Offered yearly.

#### PHIL 3110: Symbolic Logic

An introduction to techniques of modern formal logic, including those of sentential logic and predicate logic with relations, identity, and functions. The course will also consider some

important metatheoretic results of first order logic (e.g., soundness and completeness) and select issues in the philosophy of logic. Offered every other year.

#### Philosophy 3510: Ancient Greek and Roman Philosophy

Selections from the pre-Socratic through the late Greco-Roman writers, including Plotinus.

Emphasis on Plato and Aristotle. Offered - Fall semester.

#### PHIL 3530: Modern European Philosophy

Rationalism and empiricism as developed by leading thinkers; selections from chief representatives from Hobbes and Descartes through Kant. Offered - Spring semester.

#### REL 2110: Religions of the East

An introduction to major world religious traditions of Asia, with emphasis on Hinduism, Buddhism, and Confucianism. Offered every semester.

#### REL 3340: Religion in Southern Culture

Examination of the role of religion in Southern culture, past and present. Attention to the evangelical influence, African-American religion, mountain religion, Southern-based sects, the Pentecostal experience, and the cultural impact of religion in the South. Offered on alternate years.

#### REL 3620: Modern Christian Thought

Selected movements and figures that have shaped the Christian theological tradition in the nineteenth and twentieth centuries. Offered on alternate years.

#### REL 4670: Contemporary Religious Issues

Analysis of selected issues, such as church-state relations, fundamentalism, and debates over abortion, that are central to contemporary religious life. Primary attention to the American scene and some cross-cultural comparisons. Offered on alternate years.

#### *Philosophy Learning Outcomes*

Our department has specified five learning outcomes for its Philosophy courses, and five similar outcomes for its Religion courses. For the Philosophy side of the program, the outcomes (PLO) are:

- PLO 1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.
- PLO 2. Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.
- PLO 3. Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
- PLO 4. Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

- PLO 5. Students will be able to discuss contemporary philosophical problems and their significance locally and globally.

### *Religion Learning Outcomes*

For the Religion side of the program, the outcomes (RLO) are:

- RLO 1. Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.
- RLO 2. Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.
- RLO 3. Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
- RLO 4. Students will know the significant historical figures and multiple perspectives that have influenced religion on a local and global basis.
- RLO 5. Students will be able to discuss contemporary religious issues and their significance locally and globally.

### *Philosophy Learning Outcomes in Selected Courses*

In PHIL 2110, PHIL 2310, PHIL 3110, PHIL 3510, and PHIL 3530, the syllabi clearly align with our department's learning outcomes.

The syllabus for PHIL 2110 lists the learning outcomes as follows.

- Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing. (Meets Philosophy Learning Outcome, PLO, 1)
- Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas. (Meets PLO 3)
- Students will know significant historical figures and multiple perspectives that have influenced the field of logic. (PLO 4)

The syllabus for PHIL 2310 lists the following learning outcomes.

Students will...

- Identify the key components of at least one body of thought. (PLO 4)
- Explain and analyze a body of thought. (PLO 1,4)
- Apply the unique perspective of the body of thought to a specific problem or question. (PLO 4, 5)
- Effectively articulate in writing their individual perspective in relation to the body of thought. (PLO 1, 2)

The syllabus for PHIL 3110 lists these learning outcomes.

- Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing. (PLO 1)

- Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas. (PLO 3)
- Students will know significant historical figures and multiple perspectives that have influenced the field of logic. (PLO 4, 5)

The syllabus for 3510 describes its course learning outcomes as follows.

- Like any philosophy course, this course should develop your abilities to
  - read carefully (PLO 2)
  - analyze arguments, and (PLO 3)
  - think critically about difficult ideas. (PLO 3)
- More specifically, you should be able to
  - engage in educated discussions about ancient Greek and Roman philosophy, including developing your own informed opinions about these philosophers' ideas both orally and in writing. (PLO 1, 2, 4)
- How you might relate these ideas to your own thinking about yourself, society, and the universe. (PLO 2, 5)

The PHIL 3530 syllabus describes the course learning outcomes as follows.

- Upon completion of this course, students should be able to critically analyze and intelligently evaluate a range of philosophical ideas, perspectives, and arguments from the modern period; (PLO 1, 3, 4)
- Express understanding of such philosophical ideas, perspectives, and arguments on the exams; and (PLO 2, 4)

- Articulate and defend their own perspective in relation to material covered in class. (PLO 1, 2, 5)

### *Religion Learning Outcomes in Selected Courses*

In REL 2110, REL 3340, REL 3620, REL 4670 and REL 4840, the syllabi align with our department's stated student learning outcomes.

The syllabus for REL 2110 (Religions of the East) states the student learning objectives for the course. Students will be able to:

- Identify key moments of religious histories and explain diverse practices of several Eastern/Asian religious traditions; (RLO 1,3,4)
- Describe the primary issues and debates relevant to the case studies in Asian religious communities today; (RLO 2,4,5)
- Critically evaluate representations of Asian religions in popular culture; and (RLO 3,4,5)
- Develop critical thinking skills and expression of personal ideas in writing assignments and in class discussion. (RLO 1,3)

In REL 3340 (Religion in Southern Culture), the course syllabus states its learning outcomes as follows.

Students will be able to:

- Summarize the key religious and cultural developments in the South, from the time of Christopher Columbus to the 21st century; (RLO 1,5)
- Identify the key personalities associated with religion and culture in the South, from the 16th century to the 21st century; and (RLO 4,5)
- Analyze the religious, social, historical, political contexts in which religion in the South expanded, from the beginning of the 16th century to the 21st century. (RLO 1,2,3,5)

In REL 3620 (Modern Christian Thought), the stated learning outcomes are the following.

Students will be able to:

- Summarize the key theological developments (both orthodox and perceived heretical) in Christian thought, from the Renaissance to the 21st century; (RLO 1,5)
- Identify the key personalities associated with Christian thought, from the 15th century to the 21st century; and (RLO 4,5)
- Analyze the social, historical, and theological contexts in which Christian thought developed, from the 15th century to the 21st century. (RLO 1,2,3,5)

### **2.5: The curricular content of the program reflects current standards, practices, and issues in the Discipline**

In 2020, we added a Breadth Requirement to the Philosophy Major, which ensures that philosophy majors are exposed to a wide range of philosophical topics (like gender and sexuality) and non-Western traditions in line with current disciplinary standards recommended by organizations like the American Philosophical Association. The courses that currently fulfill



this requirement are PHIL 2120, PHIL 3430, PHIL 4500, PHIL 4830, and PHIL 4920r. The last course, 4920r: Topics in World Philosophy, was created especially for this requirement. We may consider adding courses to the list as we expand and change our course offerings in the future.

All faculty have active research programs that require them to attend conferences and keep up-to-date on journal articles, scholarly monographs, etc., so they understand current standards, practices, and issues in the discipline.

## **2.6: The curriculum fosters analytical and critical thinking and problem-solving**

Almost all our courses aim to foster analytical and critical thinking skills and problem-solving techniques; critical thinking is, after all, the heart of our disciplines. Specifically, see the courses in section 2.4 above that meet Philosophy Learning Outcome 3 and Religion Learning Outcome 3. While there is some coverage of analytical and critical thinking and problem-solving in almost all of our courses, material on analytical and critical thinking and problem-solving is most central to the following courses: PHIL 1110: Applied Critical Thinking, PHIL 2110: Logic, Language, and Evidence, PHIL 3110: Symbolic Logic, REL 1030: Intro to the Study of Religion, and REL 2110: Religions of the East.

## **2.7: The design of degree program specific courses provides students with a solid foundation**

In Philosophy, our pattern has been to offer multiple sections of Introductory Philosophy (2010) and Introductory Ethics (2210) each semester, and the History of Philosophy series (3510 and 3530) each year. The History of Philosophy sequence (3510 and 3530) and Logic (2110 and 3110) are designed to provide students with a solid foundation for moving on to other Philosophy courses.

In Religion, the curriculum requires nine hours in three core courses: Intro to the Study of Religion (1030), Intro to Western Religions (1100), and Religions of the East (2110). These courses are offered at least once per year. These core courses provide the foundation for other courses in Religion.

See section 2.10 below for more specific details about our major programs and how these core courses fit into our major tracks.

**2.8: The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study**

To supplement our regular courses, we offer a number of special topics courses tailored to our faculty's teaching and research strengths. These courses are: PHIL 4910r, PHIL 4920r, or REL 4910r. These courses have included classes on the philosophy of David Hume, Buddhist nondualism, the Koran, conspiracy theories, cults and new religions, and aspects of the history of evangelicalism. Students have for some time expressed interest in an increase in such courses,

and they have for the most part enrolled well. Such upper-level courses ensure that students are able to receive progressively more challenging courses in terms of depth and rigor.

The optional senior thesis offers students a unique opportunity to write a research-length paper in a topic of their choosing, providing them with a view of what academic research requires and expects. Students also have the opportunity to enroll in an independent studies course with a faculty member in the department. Both the thesis and the independent study allow students to conduct original research that is supervised by a faculty member, and, in the case of the thesis, be evaluated by a committee of faculty members from the department.

Our students are encouraged to present at undergraduate conferences. In the last five years our undergraduate students have presented at the National Conference on Undergraduate Research (three students), the Tennessee Philosophical Association Annual Conference at Vanderbilt University (two students), the Southern Appalachian Undergraduate Student Conference at the University of North Carolina-Asheville (two students), and the Spring Research Conference at UTC (ten students).

**2.9: The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse**

All our courses include some outcomes related to written and/or oral communication. See section 2.4 above, specifically those courses meeting Philosophy Learning Outcome 1 and Religion Learning Outcome 1.

As is the case with many departments in the humanities at UTC and similar institutions, we devote a substantial part of our resources and time to offering courses that fulfill the General Education requirement. All General Education courses at UTC, including ours, must meet the following course learning outcome: “Communicate effectively according to purpose using written, oral, and/or audio-visual methods.”

We also certified all our General Education courses under the new General Education categories adopted by UTC in 2023.

The following courses are certified by the General Education Committee under the pre-2023 General Education categories, which are still required for students working under pre-2023 catalog years:

Historical Understanding Category:

Religion 1100

Literature Category:

Philosophy 2310

Religion 2210, 2220

Thought, Values, and Beliefs Category:

Philosophy 1010, 1020, 1200, 2010, 2120, 2210, 2250, 2260, 2310, 2350, 4250

Religion 1030, 1100, 2110, 2120, 2130, 2140, 2210, 2220, 2350, 2360, 3200

Non-Western Cultures Category:

Philosophy 1200, 2120

Religion 2110, 2120, 3200.

The following courses are certified by the General Education Committee under the 2023 and later General Education categories, which are required for all students starting in 2023 and later.

Humanities and Fine Arts Category:

Philosophy 1010, 1020, 1110, 1200, 2010, 2120, 2210, 2240, 2250, 2270, and 2350r

Religion 1030, 1050, 1070, 1100, 2110, 2120, 2130, 2140, 2210, 2220, 2350r, 2360, and 2700

Individual and Global Citizenship Category:

Philosophy 1200 and 2120

Religion 2110 and 2120

**2.10: The curriculum exposes students to discipline-specific research strategies from the program area**

The undergraduate major in Philosophy and Religion (BA) requires that a student complete 30 hours of coursework in the department. Our majors must also meet the UTC General Education

requirements, study a foreign language through the second year, and complete a minor or second major.

Each major in Philosophy and Religion chooses among five concentrations:

(1) The Philosophy concentration requires work only in philosophy and focuses on those areas of philosophy regarded by the American Philosophical Association as central to an undergraduate curriculum: logic, history of Western philosophy, ethics, metaphysics, and epistemology. Certain courses, a logic course (PHIL 2110 or PHIL 3110) and the sequence in the history of Western philosophy (PHIL 3510 and PHIL 3530), are required specifically. All 30 hours must be in courses beyond the 1000-level. In 2020, we added a 3-hour Breadth requirement to the Philosophy Major that can be filled by various courses focusing on topics in postcolonial theory, gender, or sexuality and/or non-Western traditions.

(2) Students choosing the Religious Studies concentration must complete 30 hours in religious studies. The curriculum requires nine hours in three core courses (1030, 1100, and 2110) and then 21 additional hours at the 3000-level or above. Religion majors have the option of substituting the history of Western philosophy sequence (PHIL 3510 and PHIL 3530) for two such courses. This substitution option is guided by the understanding that some philosophical expertise is necessary if students are to work effectively.

(3) The combined Philosophy and Religion concentration requires that a student take 15 hours in philosophy and 15 hours in religious studies. The history of Western philosophy sequence is

required as well as the Breadth Requirement and nine additional hours in philosophy; the requirements on the religion side are either REL 1030 or 1100, REL 2110, and nine additional hours in religion.

(4) The Pre-law, Ethics, and Justice track requires one logic course, one history of philosophy course, two ethics and diversity courses, one legal and political theory course, and a capstone course as well as 12 additional hours in philosophy, at least six of which must be at the 3000- or 4000-level.

(5) The Philosophies of Health, Medicine, and Illness track requires one logic course, one history of philosophy course, one course in diverse perspectives, one course in ethics and healthcare philosophies, and the capstone course as well as 15 additional hours in philosophy, at least nine of which must be at the 3000- or 4000-level.

As noted in section 2.3, the Pre-law, Ethics, and Justice track and the Philosophies of Health, Medicine, and Illness track were added in 2021. These tracks specifically emphasize the more practically oriented and interdisciplinary aspects of Philosophy.

The design of the program for majors reflects two principal assumptions. First, undergraduate education in Philosophy and Religious Studies should be a liberal education. The major requirements are therefore limited to 30 hours to permit students to construct a significant program of electives or to complete a second major. Secondly, in an area of the United States where few students have been untouched by the influence of religious institutions, it is essential

that the department pay careful attention to the interface of Philosophy and Religious Studies.

Students have the option to register for a culminating project, either for a single semester or as a two-semester project under the auspices of the University Honors Program.

The department also offers an 18-hour minor with two concentrations, one in Philosophy and one in Religious Studies. Their structure is similar to the corresponding major concentrations. All students completing a BA degree in the College of Arts and Sciences are required to complete a minor.

Furthermore, students receive discipline-specific library instruction on philosophy research from UTC library faculty in required courses such as PHIL 3510 which requires that students incorporate several scholarly articles into their midterm and final writing assignments.



### III: Student Experience

For us, one important part of the student experience is celebrating student success. We do this mainly through department events, like our end-of-year Spring Gathering with food, socializing, and the presentation of student awards and scholarships. Each year we vote on a number of awards and scholarships that we give to our students. These include all of the following:

- New Major Award (\$500)
- Mildram Scholarship (\$1800, usually divided among 3 or 4 students)
- Mildram Prize (\$200)
- SGA Outstanding Senior Award (one recipient for each of our 5 major tracks)

#### **3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.**

Our department collects and then reviews the standard end-of-semester course evaluations.

These course evaluations are reviewed through the RTP (Retention, Tenure, Promotion) committee, which annually reviews all tenure-track professors, as well as all non-senior lecturers, for reappointment.<sup>1</sup> Additionally, course evaluations are also used, by the department head, when conducting each faculty member's annual review. Both the RTP committee and the

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<sup>1</sup> UTC only *requires* the RTP to review tenure-track faculty in years 3 and 6 of their probationary period; however, our department has elected to have the RTP review tenure-track professors every year, in part so that the RTP can provide annual feedback to each candidate. Furthermore, UTC does not require departments to have RTP review *lecturers* annually—their review can be left entirely to the department head—but our department has elected to have the RTP review all lecturers, every year, in part so that the RTP can provide annual feedback to each of them.

department head can, and do, offer specific recommendations and suggestions to individual faculty members for increasing teaching effectiveness, where appropriate. Review of course evaluations by both the RTP and the department head, thus, helps to create a “pipeline” connecting the course evaluations to continuing pedagogical improvements. (Our department also requires in-class peer-visits of all tenure-track professors, as well as all non-senior lecturers, once per year. The peer-visitor produces a short (one page) report on the class they visited, which is then shared with and evaluated by the RTP.)

### **3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.**

We offer our students a number of ways to explore career and professional opportunities. Having recently added two new major tracks (“Philosophy: Pre-Health, Medicine, and Illness” and “Philosophy: Pre-Law, Ethics, and Justice”), we have developed special events to specifically address student questions about career and professional opportunities in those fields.<sup>2</sup> Students are also encouraged to take part in local/area undergraduate philosophy conferences, for which we are sometimes able to provide funding. Both our departmental events and any local undergraduate philosophy conferences are posted regularly on our social media accounts (Facebook, e.g.). We also created a Canvas group for all department majors, and faculty are able to post announcements, which we regularly do. This “online outreach” (social media, Canvas) helps us get key information to our students without having to rely exclusively on in-class faculty announcements.

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<sup>2</sup> We held two separate events last year, one for those in (or interested in) the pre-health track (10/26/23) and one for the pre-law track (3/06/24).

While ordinary advising is handled at UTC by a specific office staffed with specialists, our department voted to offer on-demand mentorship to all of our majors. We divide up the list of names and then each of us is expected to contact, and ideally meet with, all of our assigned mentees once a semester. This gives each student another opportunity, one on one, to ask any questions relating to career or professional guidance.

### **3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.**

Some of our students are able to travel to local conferences to present their work, which is an extraordinary opportunity for them.<sup>3</sup> To supplement those out-of-town opportunities, for the past several years our department has also run an entirely student-based session at UTC's own annual Research Day event, held here on campus in the University Center. Interested students submit a philosophy paper (typically from a class), and an organizer from our department puts together a schedule (of 4-6 students), with each student reading his or her paper, followed by a Q&A.

Our students also enjoy the benefit of two essay competitions located here at UTC. Students are encouraged to submit their work (perhaps originally written for a class) to either the North Callahan Undergraduate Essay Competition or the (brand new) North Callahan Philosophy Essay Competition.<sup>4</sup>

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<sup>3</sup> For example, in Spring 2024 several of our students attended and presented at the Southern Appalachian Undergraduate Philosophy Conference in Asheville, NC.

<sup>4</sup> The latter was held for the first time in Fall 2023, with funding (\$500 prize) coming from the research budget of the North Callahan Distinguished Professor (Dr. Brian Ribeiro). The competition has been put on hold this year due to several administrative tasks that demand our full attention. It will resume in Fall 2025.

In addition to conferences, our Research Day student panel, and the two essay competitions, our department regularly funds and hosts visiting speakers. There were several visiting speakers last year (2023-2024), for example. In some cases students are given the chance to dine with the speaker and continue the discussion from the talk itself. Last year, e.g., following a talk by Professor Aaron Simmons (from Furman Univ.), the department hosted a food/chat social hour immediately after, which was attended by faculty and students and Professor Simmons. The year before (Oct. 2022), Dr. Christopher Brown (from UT-Martin) visited, spoke to the “Philosophical Eschatology” class, and then went to lunch at a local spot (The Yellow Deli) with Dr. Ribeiro and several of his students from “Philosophical Eschatology.”

Lastly, our department oversees two student organizations, the UTC Philosophy Association and the UTC Religious Scholars Association, which provide students with additional opportunities to socialize, interact, and apply what they are learning in class to other topics and other occasions.

### **3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.**

While we are a smaller department, our courses do cover a wide spectrum of philosophical and religious thought. In particular, our course offerings include many courses that address non-Western systems of thoughts. Here are some of those non-Western offerings:

PHIL 1200 - World Philosophy

PHIL 2120 - Introduction to Asian Philosophy

PHIL 3430 - Philosophies of India

PHIL 4920R - Topics in World Philosophy

REL 1050 – Introduction to Islam

REL 2110 - Religions of the East

REL 3120 - The Qur'an

REL 3150 - Islam

REL 3200 - Religions of India

REL 3210 - Religions of China

REL 3220 - Religions of Japan

Outside of our courses, our department seeks to offer a diversity of perspectives to our students through visiting speakers, both those who we host and those hosted by other departments and organizations on campus. UTC regularly brings in outstanding speakers for Black History Month, as well, and we vigorously encourage our students to attend. The keynote speaker for MLK Day 2023 here at UTC was Dr. Angela Davis; for our MLK Day 2022 event, the keynote speaker was Dr. Cornell West.

### **3.5 Students have access to appropriate academic support services.**

Students have access to a number of academic support services here at UTC.<sup>5</sup> First, there is the UTC Writing Center, which offers assistance by appointment or walk-in on all aspects of the

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<sup>5</sup> UTC has a Counseling Center, which does not offer academic help or academic advisement, but which contributes to student success in other ways, by supporting their mental well-being (as needed) when external factors might otherwise impact their ability to succeed academically. Visit <https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center>.

writing process, free of charge. Second, our UTC library offers assistance to students regarding research, and our library faculty are also available to visit our classes to discuss, e.g., using the library's various databases to find relevant literature for research papers. The library also runs a UTC Library Studio (media lab), which Dr. Mills and his students in particular have made extensive use of, helping with his classes where students create video projects.

In short, support services can be used to assist students with the research process (i.e., our reference librarian staff), whether in the library or through a librarian coming to class, along with supporting them in their writing (through the UTC Writing Center) and in video production (through the UTC Library Studio).

Here are links to the services mentioned above:

<https://www.utc.edu/library/services/writing-and-communication-center>

<https://www.utc.edu/library/about/directory/research-and-instruction>

<https://www.utc.edu/library/services/studio>

## **IV. FACULTY**

### **Introduction**

The Department of Philosophy and Religion has recruited and retained full-time faculty (now ten in number) who meet its own high standards as well as the Southern Association on Colleges and Schools Commission on Colleges (SACSSOC) guidelines for credentials. The culture of the department, as embodied in bylaws, mentorship, committees (such as the RTP Committee and the various subcommittees that have been formed), and in other ways, values and expects excellence in both research and teaching. While the professional profiles of some members may stand out in one respect or another, the credentials and achievements of the faculty meet a high standard. All faculty hold PhDs directly related to the fields of Philosophy or Religious Studies, and all have scholarly records in their particular fields while continuing to be active in presenting and publishing their work. Without exception, the faculty bring their expertise to bear upon the teaching mission of the department by creating upper-level courses and seminars in their fields, using their expertise also to shape lower-level courses for a broader audience (including many General Education offerings), and, in certain cases, directing student research. Three of the ten faculty members are lecturers (Drs. Kosuta, Matlock, and Schultz), and they far exceed the standard credentials for their position at UTC by holding PhDs and having an established record of research. While the department has no standing budget for part-time instruction, we have retained the services of an alumnus from our department, Austin Kippes, as a part-time instructor in Philosophy. We also have recruited qualified individuals to teach as the need arises through sabbatical leave or else through a need on the part of CAS to open new sections to meet the

demand of enrollment. The part-time instructors have all had at least a MA in a relevant field and, in a number of cases, a PhD as well.

Most recently, Dr. Talia Welsh, one of our longstanding tenured faculty members, left UTC for an administrative position at another university. Dr. Welsh served the department for over twenty years, and most recently as department head. Her departure has led to the recent addition of Dr. Yeager as department head, but in the meantime has left a gap in Philosophy courses on Existentialism, Phenomenology, Feminist Theory, Philosophy of Psychology, and Public Health Ethics. Dr. Welsh also directed and advised students in our new Philosophy pre-health program, and so now our department is in need of a tenure-track replacement to advise students in this new track.

Since our department's last self-study, we have added two new faculty members: Drs. Matt Kosuta and Donna Ray. Dr. Kosuta serves as a lecturer in religion, receiving his PhD in Religious Studies from the Université du Québec à Montréal in 2003. Before joining our department, he taught for 15 years at Mahidol University in Thailand where he retired as an associate professor. His expertise is in Asian religions, specializing in Buddhism in Southeast Asia (especially Thailand). His other interests include religion and war (which he has designed a new general education course for our department), anthropology (he is currently designing a new general education course on that topic as well), and religious theory and methodology. Dr. Ray came to UTC as a part-time Visiting Assistant Professor a couple of years ago. Previously, she was a lecturer at the University of New Mexico. Dr. Ray earned a MA in English from Northwestern University, a Master of Divinity from Princeton Theological Seminary, a Master of Sacred Theology from Yale University, and a PhD in History from the University of Mexico,



with interests in medieval and early modern Europe, the Anglican and Episcopal traditions, American religions, religion and gender, the history of Christianity, and new religious movements. Her broad interest and expertise have allowed our department to benefit from her teaching introductory courses in Western Religions, American religious history, and American religious culture.

### **Roster of Full-time Faculty**

Name	Rank	General Audience	PhD	Research Areas
	+ Years at UTC	Courses		

Matt Kosuta	Assist. Lecturer  2	REL 1030 Intro. to the Study of Religion; REL 1070 Buddhism; REL 3210 Religions of China; REL 3770 Religion and War	Religious Studies, Université du Québec à Montréal (Canada)	Buddhism, Asian Religions
Barry Matlock	Senior Lecturer  13	REL 1030 Intro. to the Study of Religion; REL 2210-2220	New Testament Studies, University of	New Testament Studies, Letters and Thought of St. Paul

		Biblical Literature I&II	Sheffield (England)	
Jaclyn Michael	Assist. Prof.  6	REL 2110  Religions of the East	Religions of Asia, Univ. of Wisconsin	Islam, Asian Religions, South Asian Literatures and Cultures, Performance Studies
Ethan Mills	Assist. Prof.  10	PHIL 1200  World Philosophy;  PHIL 2120  Intro. to Asian Philosophy;  PHIL 2350  Popular Culture, Religion, and Philosophy	Philosophy, Univ. of New Mexico	Buddhist Philosophy, Indian Philosophy, Ancient and Modern Skepticism
Dennis Plaisted	Assoc. Prof.  20	PHIL 2110  Logic, Language, and	Philosophy, Univ. of	Biomedical Ethics, Early Modern

		Evidence; PHIL 2250  Biomedical Ethics; PHIL 2260 Sports Ethics	California  (Santa Barbara)	Philosophy,  Philosophy of Religion
Donna Ray	Visiting Assist.  Professor  2	REL 1100 Intro. to Western Religions; REL 2360 Religion in American Life; REL 3340 Religion in Southern Culture	History,  University of New Mexico	Medieval and early modern Europe, the Anglican and Episcopal traditions, American religions, religion and gender, new religious movements
Irven Resnick	Professor  33	REL 1030 Intro. to the Study of Religion; REL 2130 History of Judaism	Religious Studies, Univ. of Virginia	Medieval Jewish- Christian Encounters, Albertus

				Magnus, Medieval Christian Polemics against Judaism and Islam, Intellectual History of the Thirteenth Century
Brian Ribeiro	Professor  20	PHIL 1010  Western Phil. Traditions I; PHIL 2010  Intro. to Philosophy	Philosophy,  Vanderbilt  Univ.	Epistemology,  Early Modern Philosophy,  History and Significance of Skepticism
Lucy Schultz	Assoc. Lecturer  5	PHIL 2010  Intro. to Philosophy; PHIL 2210  Intro. to Ethics	Philosophy,  Univ. of Oregon	Environmental Philosophy,  Modern Japanese Philosophy,  19 <sup>th</sup> - and 20 <sup>th</sup> - Century

				European Philosophy
Jonathan Yeager	Associate Professor  13	REL 2140 History of Christianity; REL 2360 Religion in Am. Life; REL 3620 Modern Christian Thought; REL 4670 Contemp. Religious Issues	Religious History, University of Stirling (Scotland)	Eighteenth- century British and American Religious History and Thought, History of Evangelicalism, History of the Book

**4.1 All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.**

#### **Scholarly Expectations in Departmental Bylaws**

The departmental bylaws, which have been submitted to UTC for approval, specify the benchmarks of scholarly productivity that are expected for tenure and promotion. They were written to promote and ensure a baseline of productivity on which to build a strong scholarly

community in the department. The following passages (from Article VI, Section E) offer the most detail:

- *For tenure and promotion to associate professor, the faculty member must have published at least 4 refereed articles or book chapters. Except under extraordinary circumstances, an article(s) or book(s) must have actually been published to count towards tenure and/or promotion, or must have been both (i) placed under contract or otherwise officially accepted for publication and (ii) be at the stage of production in which it is in page-proof form (or its electronic equivalent).*
- *For promotion from associate professor to full professor, the faculty member must have published at least 4 additional refereed articles or book chapters since the faculty member's promotion to associate professor. Except under extraordinary circumstances, an article(s) or book(s) must have actually been published to count towards promotion, or must have been both (i) placed under contract or otherwise officially accepted for publication and (ii) be at the stage of production in which it is in page-proof form (or its electronic equivalent).*
- *When a faculty member eligible for tenure or promotion has produced a monograph or equivalent (including annotated translations) published by a reputable press as a result of a peer review process, it shall be equivalent to refereed articles by applying the formula, 40 pages in the published book = one refereed article. Edited volumes may or may not be considered equivalent to a monograph. Self-published works will not be counted toward tenure or promotion.*

These requirements suppose that the publication of a peer-reviewed article or chapter every 1.5 years (or approximately a book every five years) represents a normative baseline of scholarly activity for tenure-line faculty, with lecturers having no research expectations even though they often engage in research.

### **Sample Year of Scholarly Output - 2022**

The average scholarly output of the department considerably exceeds the normative expectation of one article/chapter every 1.5 years. A count of faculty peer-reviewed publications as documented by Curriculum Vitas (CVs) from the sample year 2022, can give an impression on the actual research productivity of the department. Of the six tenure-line faculty who are currently employed in our department, they completed the following publications: six journal articles, three chapters in edited volumes, and two books. Given that the bylaws give a calculation for converting books to articles/chapter units, which counts each book as roughly five articles, the total number of article and chapter equivalents for the year would be 19 (nine articles and chapters plus two books counting as equivalent to 10 articles) produced by six faculty members. The average for 2022 comes to 3.16 units of peer-reviewed scholarship published per tenure-line faculty member. Of course, some members surpass this average while some fall below it in any given year. But a review of tenure-line CVs shows that no single individual is skewing the average every year. It should also be noted that of the three full-time lecturers in our department, they produced two journal articles and a book, despite having no requirements to produce scholarship as part of their contract to teach at UTC.

### **Evidence of Excellence in Teaching**

*Student Evaluations.* The cumulative data on student course learning evaluations (provided by UTCs OAA) allows us to gauge the strength of the department's instruction through comparison with the average student responses to the same questions at the CAS and University level. While the collected scores were high at the Department, CAS, and University level, notably our department outperformed both CAS and the University in every category, except on the question of whether students keep up with reading and assigned work. This single lower score may in fact be interpreted in a positive light, in that it implies the kind of rigor required to complete courses taken from our department. Thus, when it comes to course design, the promotion of critical thinking, active learning, and other important components of pedagogy, students testify to excellence in higher numbers for Philosophy and Religion courses.

**Averages percentage scores, from the Fall 2019 to Spring 2024 courses**

	<b>Strongly Agree or Agree (%)</b>  - <b>Philosophy and Religion</b>	<b>Strongly Agree or Agree (%)</b>  - <b>College Arts &amp; Sciences</b>	<b>Strongly Agree or Agree (%)</b>  - <b>UTC</b>
I am aware of the learning outcomes of this course, as stated in the syllabus	97.5	96.3	96.7
The course content addresses the	96.9	87.7	95.4



learning outcomes of this course.			
The course structure assists me in achieving the learning outcomes of this course.	93.3	89.7	89.9
I am achieving the learning outcomes of this course.	92.8	90	90.7
I keep up with all course readings and assigned work.	92.2	94.9	95.6
The course encourages my use of critical thinking skills.	90.7	90.3	93.1
The way this course is delivered encourages me to be actively engaged.	88.6	86.5	87.1
The instructor is willing to assist me			

with achieving the course learning outcomes.	93.2	90.1	90.9
The instructor provides constructive feedback on my coursework.	88.3	84.8	85.9
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	89.6	87.4	88.6

**4.2 The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.**

Apart from special cases, tenure-line faculty in Philosophy and Religion teach a 3/3 course load which typically includes two sections of General Education offerings with around 30 students apiece and one upper-level offering for majors and minors which tends to have between 10-25 students. Lecturers teach a 4/4 course load, which in more recent years has tended to include three sections of General Education offerings enrolling 30 students apiece and one upper-level

offering that has normally 10-25 students. In terms of the numbers and levels of courses taught, this workload is in keeping with comparable departments at UTC, such as History, English, and Modern and Classical Languages and Literatures. The full-time Faculty FTE steadily improved from nine, during the 2019-2020 academic year, to 11 by the 2023-2024 academic year. But with the most recent loss of Dr. Welsh, we are currently experiencing a significant deficiency in terms of course offerings in Philosophy unless her line is replaced.

There is some variation to the department's course loads among tenure-line faculty. The Chair of Excellence in Judaic Studies has a 2/2 load, the head of the department has a reduced 1/1 load, and Dr. Plaisted receives a course load reduction in order to complete the scheduling, assessment, and oversee the Liberal Arts program.

Given the comparability of faculty workload to other Humanities departments at UTC and to national averages for Philosophy and Religion programs in institutions similar to UTC, and, given also that there can be flexibility in certain circumstances, the teaching loads seem appropriate and reasonable.

Particularly with the departure of Dr. Welsh, the current number of faculty is inadequate to meet program needs, especially because of the addition of the pre-law and pre-health tracks in Philosophy. Thankfully, we have been given permission to hire a tenure-track faculty member in Philosophy with expertise in pre-health and bioethics to fill this void. Prior to Dr. Welsh's departure, majors and minors typically have had available to them course offerings with the frequency, variety, and scheduling necessary to make timely graduation possible. The department formerly represented a diversity of religious and philosophical traditions (see 4.3 below), which is an important factor in appealing to a range of students on campus. But starting

the 2024-2025 academic year without Dr. Welsh means that our diversity has shifted to be more noticeably overweighted in terms of the number of male faculty. Furthermore, the level of diversity in the traditions and expertise represented by our current faculty has also been significantly affected. In addition to replacing Dr. Welsh's line, the department would benefit greatly from expansion, though additional full-time positions, into other areas that are currently not represented.

#### **4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.**

The department has made strides in recent years to strengthen one particular dimension of diversity: gender. The ratio of female to male faculty, as a result of some recent hires, has moved from 1/10 to 3/10 (as recent as the 2023-2024 academic year, our ratio including Dr. Welsh was 4/11). There has been a deliberate effort to consider qualified female candidates in search pools. Some other dimensions of diversity have remained undeveloped, with ethnicity/race being a noteworthy instance. A report on gender and ethnicity provided by OAA lists the departmental faculty as entirely white. Although these numbers stand out in comparison to those of certain (though not all) academic disciplines at UTC, they are not especially surprising when several factors are taken into account. First, departments of Philosophy around the country have found it challenging to diversify their faculty rosters because of the demographic trends in the field (<http://dailynous.com/category/philosopher-demographics/>). Despite following all university policies and suggestions for enhancing the diversity of candidate pools when positions were advertised and searches conducted, the measure of diversity among the applicants has remained lower than in many fields. Second, at this moment in the history of our department, our faculty is

a relatively senior one. The average length of service is now over 12 years, highlighting that most of our faculty were hired when pools were even less diverse than they currently are.

In other significant respects, the faculty have managed to foster and achieve diversity. In both Philosophy and Religious Studies, there is strong representation, not only in Western traditions but also of Eastern traditions such as Buddhism, Taoism, Islam, and Indian Philosophy.

Moreover, a full range of periods are covered, including Classical, Medieval, Early Modern, and Contemporary. Faculty members have actively brought these areas of expertise to the public forum of the university and the wider community of Chattanooga through public lectures and other engaging events. There is also a certain diversity in terms of the institutions at which the faculty have received their training, with faculty earning doctoral degrees across four different countries (United States, Canada, England, Scotland) and which are distributed broadly across the US in terms of geography while also including both public and private institutions.

#### **4.4 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.**

There are three distinct sources of evaluative feedback that reach faculty and form the basis, in various ways, for ongoing improvement in teaching, research, and service. For example, faculty receive teaching evaluation reports that incorporate feedback from students for all the courses that they teach each semester. This feedback then is reviewed by faculty members, the RTP Committee, and the Department Head to determine if any changes should be made. It should be noted that none of these processes are devised by or are particular to the Department of Philosophy and Religion. Rather, this system is mandated by UTC and is implemented with care and attention in the department. The department does not need, for the purposes of fostering

improvement, any procedures or processes in addition to those mandated by CAS and the University.

*Evaluation and Development by Objectives (EDO).* The EDO pertains to all full-time faculty, is utilized annually, and entails several stages. The first step in the EDO process is for faculty members to set objectives (now transitioned for the coming calendar year) in conversation with and with the approval of the Department Head. The faculty members then report (now towards the end of the calendar year) on their progress in achieving these objectives. Based on what is reported by the faculty members, the Department Head makes a written evaluation and ranking (Does Not Meet Expectations, Needs Improvement, Meets Expectations, or Exceeds Expectations) to submit to the Dean of CAS. Thus faculty members, after conversation with and written evaluation from the Department Head, receive confirmation in areas of strong performance while also receiving notice of any weaknesses that might exist. Importantly, faculty members who are identified as having weaknesses are asked to set defined and achievable goals that can help them to improve in these areas. The Department Head assists this process in various ways, whether by approving a workload arrangement that allows the faculty to focus most where needed, by arranging for support of the faculty member through professional development funds for relevant training, and sometimes through a mentoring program (among other options presented).

*Reappointment.* The reappointment process takes place annually for all probationary (i.e. pre-tenure) tenure-track faculty, at first yearly for lecturers, and then at longer intervals (every three or even five years) as lecturers earn promotions to the ranks of Associate and Senior Lecturer. Any faculty member seeking reappointment in a given year submits a dossier of performance-

related documentation that is evaluated by RTP Committee, which communicates a recommendation to the Department Head about the candidate's suitability for reappointment. The Department Head then makes a recommendation to the Dean of CAS. The Department Head also communicates with the candidate in writing about the recommendation made and the rationale behind it. Even when the recommendation is favorable, the Department Head will indicate any areas that he/she (or that the RTP Committee) thought weak and in need of improvement; specific recommendations are given whenever possible.

*Course Learning Evaluations and Peer Observations.* At UTC, students are invited to evaluate faculty members (anonymously), through numerical rankings and written comments for every class they take. Instructors feedback is made available shortly after the last day to post grades. Superior student ratings for Philosophy and Religion courses are a sign of the strengths of the faculty and that they value student feedback. The Department Head also has access to this data and considers it in the EDO process. Likewise, the RTP Committee reviews this data for the reappointment process. If student scoring or commentary suggests areas that need improvement, these issues are raised by the Department and RTP Committee. Assistant professors and lecturers (prior to promotion) are observed annually by a tenured member of the department, who completes a written report and then makes it available to the observed faculty member. This information gives the faculty member another perspective, informed by professional knowledge and departmental standards, by which to gauge and improve his or her teaching.

As previously mentioned, the department has on average received high performance ratings in both teaching and research. If challenges arise in either area for any individual faculty member, the department is able to rely on university-wide processes that are related to evaluation and that

ensure proper feedback to the faculty member as well as a framework within which to seek improvement. The feedback is especially abundant for the probationary faculty.

#### **4.5 The faculty engage in regular professional development that enhances their teaching, scholarship, and practice.**

Apart from the professional development that comes from very regular involvement with their professional societies, the panels, conferences, and committees in which they participate, the faculty have cumulatively undertaken a good deal of additional professional development since the time of the department's previous program review five years ago. All faculty hired in the last three years (Drs. Ray and Kosuta) participated during their first year in a semester-long pedagogy workshop, run by UTC's Walker Center for Teaching and Learning and required by Academic Affairs for all incoming full-time faculty.

Several of the department's faculty have received Faculty Development and Research Grants (eight awarded between the years 2019 and 2024). Dr. Michael, for example, completed a number of professional development grants, some internal (UTC Walker Center Professional Development Grant for Fall 2018, Summer 2019, Fall 2019) and one external (Teaching and Learning Workshop for Pre-Tenure Religion Faculty at Colleges and Universities, Participant, Wabash Center for Teaching and Learning in Theology and Religion, Crawfordsville, IN (2019-2020)). Many of the department's faculty members, including Drs. Schultz and Mills, have received internal High Impact Practices Grants to fund pedagogical innovation and experimentation (six grants in total between 2019 and 2024). A majority of faculty members have ventured into team teaching (most often in UTC's Honor's College), which is an excellent



stimulus for pedagogical development. Finally, a majority of faculty have achieved Quality Matters certification and course redesign grants for online General Education classes.

While the department has none of its own fixed bylaws or policies that mandate professional development, the examples above indicate that faculty members willingly pursue opportunities to develop professionally when they find it relevant to their careers. It happens frequently and, most often, in relation to teaching.

#### **4.6 The faculty is actively engaged in planning, evaluation, and improvement processes that measure and advance student success.**

The faculty of the department, led by Dr. Dennis Plaisted, are wholly responsible for the assessment regime that is used to measure and advance student success. Faculty devise all student learning outcomes for the departmental programs, select outcomes to assess in any given year, design syllabi with an eye to that assessment, collect data from assessment activities and report it through the campus-wide assessment software. Likewise, the faculty discuss the results after each assessment cycle and consider whether curricular changes might be called for. As program outcomes and sample assessments are discussed and presented in Chapter One of this document, there is no need to reproduce them here. Although the student success process is fully in the hands of the faculty, it is also true that the department aspires to see a greater number of faculty actively involved in any given year in terms of incorporating special assessments into their courses.

## **V: Learning Resources**

### **1. Equipment and Facilities**

#### ***Facilities***

A significant development for the Department since the previous self-study was moving from the State Office Building (540 McCallie Avenue) to a permanent location in the newly renovated Lupton Hall (formerly Lupton Library) in the summer of 2020. In the new Lupton location, the Department shares a larger suite area with the Department of Modern and Classical Languages and Literatures (MCLL). Our Department Head, Jonathan Yeager, and our Administrative Assistant, Christel Springer, both have their offices in this adjacent area. In Lupton, the Department has eleven individual office spaces, several storage rooms, and a conference room (Lupton 235) that is shared with MCLL and seats around 25 people.

This move situates the Department in an emerging campus hub for student activities, classes, and extracurricular gatherings. Lupton Hall is also home to the CAS administration, several large CAS departments (including Math, English, MCLL, and Communications), and the WUTC (campus radio station) staff. Several University-wide divisions are housed on the first floor of Lupton, including the Center for Global Education, the Office of Student and Family Engagement, the Prism Center, the Center for Women and Gender Equity, and the Multicultural Center. The presence of these entities in Lupton enhances engagement opportunities for faculty, staff, and students in Philosophy and Religion.

Most courses taught in the Department are held in Lupton classrooms. Our faculty also teach in nearby buildings including Holt Hall, Hunter Hall, and Grote Hall. The rooms in these buildings are all designated as “smart” classrooms, meaning that they have podiums installed that allow for multimedia projection and the connection of an instructor’s laptop. Some Lupton rooms are designated as “TEAL” (Technology Enhanced Active Learning) classrooms. The setup in these rooms consists of tables that accommodate five to seven students each, with a large monitor at the head of the table. All classrooms in these buildings are equipped with whiteboards on at least one side of the room.

During the period of this self-study, the COVID-19 pandemic significantly impacted the Department’s facility needs given the need to adhere to public health safety measures, and to offer simultaneous in-person and online instruction. UTC Facilities installed Kaltura Capture cameras and software in nearly all classrooms in Lupton and across campus to facilitate this instructional modality. Instructors were offered microphone headsets in order to amplify their voices for in-person teaching while wearing a face mask. Classrooms were repeatedly sanitized by Facilities staff and social distancing requirements were implemented.

### ***Equipment***

The Department’s equipment is in good operating condition and currently fulfills the faculty and staff’s work needs. Full-time faculty in the Department are provided with a computer and electronic access to the Department’s printer. Some faculty have a personal printer in their office.

All computers are connected to the UTC fiber-optic network either directly or by wireless connection. The Department has a large combination print and copy machine that can also scan documents. The Department also has a Risograph printer.

The Department has a process for the assessment and replacement of equipment. First, faculty and staff can request a new equipment purchase at any time. These requests are then brought to the faculty for discussion and a vote. Second, after requests are approved by the faculty and the Department Head, they are funded either through the Department's annual budget allocation or through the Dean's office. Finally, UTC has a "computer refresh program" in which faculty can apply to upgrade their computer every four years. In accordance with UT policy, the Department conducts an annual inventory of all equipment, including computers.

The Department's faculty and staff are supported by UTC's Internet Technology office and can call the Information Technology (IT) Help Desk or submit an online webform to request services.

## **2. Library and Learning Resources Support**

### ***Library Resources<sup>1</sup>***

UTC's Library opened in January 2015 and serves as a primary campus location for learning and engagement. The size of the Library is around 180,000 ft<sup>2</sup> over five floors. It employs twenty-six

faculty members and nineteen full-time staff members to support its mission and activities. The Library offers the following for use by students, faculty, staff, alumni, and the community:

- A broad collection (printed books, e-books, audio-visual materials, journals, and digital databases) consisting of 1,585,735 titles in FY 2023 (*more on this below*);
- A study space open 24 hours a day, five days a week;
- A computer space with approximately 142 Windows computers and 36 Mac computers;
- The Studio (a workspace for multimedia creation and support for student, faculty, and staff projects);
- Thirty-seven group study rooms;
- Two practice presentation rooms;
- Two quiet rooms;
- Seven classrooms, including one designed in a theatre-style arrangement for screening visual media;
- Eight seminar and conference rooms;
- Twenty-nine student carrels;
- A large quiet reading room (the Roth Reading Room) on the top floor;
- Technology for student borrowing including Windows laptops, Chromebooks, high-end AV equipment, scientific calculators, and computer accessories (cables, chargers, etc.);
- A dedicated space with specialized student learning resources offered in coordination with the UTC Disability Resource Center.

Department faculty and students enrolled in the Department's classes regularly utilize these library resources. Recent examples include required student multimedia projects for Dr. Ethan

Mills' course PHIL 2350R "Meaning and Monsters: Horror and Philosophy." Students are introduced to the resources of the library, including The Studio, for the creation of their final projects. Students in Dr. Jaclyn Michael's course REL / WGSS 4160 "Gender and Sexuality in Religion" are offered the opportunity to create multimedia final projects using the Library's resources. Many choose to develop a podcast or make an edited video using The Studio's equipment.

The Department has a dedicated library liaison, Lane Wilkinson, who holds a MLIS and an MA in Philosophy. Mr. Wilkinson assists the Department in his curation and expansion of the Library's book collection through new purchases, processing faculty book requests. He also regularly gives presentations to students on using the Library's research resources for classes in this Department and throughout the university.

The Library's current (FY 2025) collection of print and e-book titles that fall under the subject classifications related to Philosophy and Religion (B-BX, GR, HQ, JA, JC, KB, KBM, KBP, KBR, MT3800-3923, N61-72, NK1648-1678, P, PA, PQ, Q, R723-726) number:

- 50,836 print
- 108,369 e-books
- **159,205 total**

The journal titles related to philosophy and religion that the Library currently subscribes to number:

- 327 print

- 2,840 e-journals
- **3,167 total**

The numbers of one-time expenditures for materials in Philosophy and Religion in the years since the last self-study are:

- FY20= \$10,762.68; 482 titles
- FY21= \$27,508.38; 376 titles
- FY22= \$24,149.06; 405 titles
- FY23= \$13,266.34; 233 titles
- FY24= \$10,762.68; 233 titles

### ***Learning Resource Support***

In addition to the resources listed above offered by the UTC Library, the faculty in the Department are served by the Walker Center for Teaching and Learning (WCTL) and the Writing and Communication Center (WCC).

The WCTL’s mission is to “empower faculty and teaching staff in their academic life through collaboration, purposive learning, and a welcoming environment.”<sup>6</sup> The WCTL provides faculty with resources and professional development on topics such as pedagogy, course development, and training on specialized software and instructional tools. The WCTL organizes workshops for faculty throughout the academic year on topics such as the use of generative artificial

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<sup>6</sup> From the WCTL’s website: <https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/about-us-0> (Accessed October 14, 2024).

intelligence (AI), coordinates book clubs on topics related to faculty development and student success, manages small faculty workshops on topics including teaching race in the classroom, and on effective student assessment strategies. Faculty can also request individualized sessions at any time. Several faculty in the Department of Philosophy and Religion participate regularly in WCTL programming, including serving as Faculty Fellows, and leading workshops and book clubs.

An additional way that the WCTL supports instruction in the Department of Philosophy and Religion is through grant award programs for classroom innovation. These include the Classroom Mini Grant (up to \$500); the High Impact Practices Grant (up to \$5,000); and the High Impact Practices Grant Matching Funds (up to \$500). Some of the ways in which these funds can be used are to facilitate classroom collaboration with community partners, to purchase equipment, for student travel expenses, and to host guest speakers.

Several instructors of Philosophy and Religion have applied for, and been awarded, these grants. In 2021, students in Dr. Jaclyn Michael's courses REL "Introduction to Islam: History, Practice, Culture" and REL / WGSS 4160 "Gender and Sexuality in Religion" were required to conduct a media analysis of an art exhibition on representations of Muslim women at the Hunter Museum of American Art. Dr. Michael applied and was awarded a High Impact Practices Grant of \$1050.00 to cover the cost of museum admission for each student in both classes. Dr. Lucy Schultz has received several grants from the WCTL to support experiential learning in her classes. In 2022, students in the course PHIL 4840 "Values and the Environment" maintained and expanded the Grow Hope Urban Farm in East Chattanooga. Dr. Schultz was awarded a



Matching Grant of \$500.00 from the WCTL for this project to cover the additional costs of plants, soil, compost, and gloves necessary for the student work.

The WCTL supports Canvas, the university's current learning management system (LMS). Since Fall 2019 all UTC instructors are required to use Canvas as a method of online collaboration, file sharing, assignment submission, collecting and posting grades, and messaging with students. The WCTL offers orientation and instructional sessions for faculty on navigating and utilizing options in Canvas.

During the period of this self-study, the COVID-19 pandemic highly impacted the Department's needs and requirements with regards to learning resources. The staff of the WCTL responded to these unprecedented needs with robust programming starting in the summer of 2020 and continued these efforts during the more critical stages of the pandemic (early 2020-late 2022). Services offered to assist faculty transitioning to fully or partially online course modalities (including asynchronous, synchronous and hybrid) included instruction on successful online and hyflex course design, creating videos in Canvas, managing student discussions and Zoom breakout rooms, and using the Kaltura Capture Suite.

The WCC supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, the WCC also

offers workshops, a library of writers' resources, and a supportive environment for working independently.

Between Fall 2019 and Spring 2024, the WCC conducted 11,200 individual consultations. Of those, 69 appointments were for students in Philosophy and Religion courses, and an additional 26 appointments were held with Philosophy and Religion students who needed help for courses outside their major. In the 2022-2023 academic year, the WCC conducted 25 consultations with students in Philosophy and Religion courses.

## **VI. Support**

### **6.1 Budget**

#### **Administrative Reorganization**

In Spring 2015, the university initiated a sweeping reorganization of academic departments as part of a cost-cutting campaign. As a result, Philosophy and Religion (P&R) was forcibly merged with Modern and Classical Languages and Literatures (MCLL). Following the merger, P&R did not retain its own department head. However, at the start of the 2023-2024 academic year, changes were once again instituted, allowing P&R to separate from MCLL and have its own department head (while still sharing an administrative assistant). This change came on the heels of the former head of P&R, Dr. Talia Welsh, becoming the head of Integrated Studies the previous year. At the start of the 2023-2024 academic year, Dr. Welsh became the head of both Integrated Studies and P&R. But at the end of that academic year, Dr. Welsh resigned from both positions in order to take on a new role at another university. Her departure resulted in Dr. Jonathan Yeager, a tenured full professor within the department, becoming the new department head of P&R, leaving Integrated Studies to be headed by someone else in the university. Currently, both P&R and MCLL are housed in Lupton Hall within the same suite on the second floor.

#### **Administrative Support**

The department's administrative assistant, Christel Springer, is employed as a full-time employee (eight hours a day throughout the calendar year). Splitting her time serving both MCLL and P&R, she performs essential tasks for both units, with her desk situated between the faculty of both departments. In addition to keeping track of several regular budgets, Christel

devotes a significant portion of her time to paperwork, office management, keeping track of budget expenditures, and overseeing the publicity surrounding public programs for both MCLL and P&R. Student assistants are also assigned to P&R from the federally funded work-study program to perform basic tasks (photocopying, etc.).

### **Offices, Equipment, and Classrooms**

The P&R department has moved its offices several times in the last ten years. After nearly forty years in the same location in Holt Hall, and following its merger with MCLL in 2015, P&R was relocated to the Old State Office Building at 540 McCallie Ave. The department then moved once again in 2020 to the newly-refurbished Lupton Hall (the old library for the university). This new location accommodates the entire P&R faculty by providing office space for tenure-line faculty, lecturers, and sessional faculty, with MCLL located in the same suite. The suite that P&R and MCLL share includes a conference room, a storage room for office supplies, and an area for copy and printing equipment. Some P&R classes can be scheduled within Lupton Hall. But because Lupton also houses other departments, including the large Communication department, P&R faculty often find themselves teaching in any number of other classroom buildings on campus.

Our equipment needs are modest and are currently to our satisfaction. All full-time department faculty members are provided with computers and either a personal printer or networked access to the department printer. Computers are replaced under the university “refresh” program every four years. All faculty computers are connected to the campus fiber-optic network, providing the choice of either direct or wireless connection to the network, as well as access to e-mail and the

internet. The department has its own fax machine, flatbed scanner, and copy machine; in addition, the department has its own Risograph printer. Because of the lack of space within our shared suite, the department no longer maintains a small reference library, which previously included *The Encyclopedia of Philosophy*, *The Encyclopedia of Religion*, and Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. These items and more have been condensed and placed in a small storage unit.

Almost all classrooms on campus are "Smart Classrooms;" that is, they are equipped with podiums that provide computer projection from overhead projectors (for power point presentations and videos or video clips, among other things), and DVD presentation capabilities. These podiums have greatly enhanced instruction in all departments. The newly-renovated classrooms within Lupton Hall contain up to date equipment for teaching needs.

Through funds made possible by the UTC Student Technology Fees and state appropriations, the university provides the Canvas Academic Suite, a software tool that accommodates online course delivery for students and faculty. Canvas makes it possible for students and faculty to do online posting of assignments, e-mail contact, gradebook capabilities, ongoing class dialogue, announcements, and course syllabi. All faculty are expected to employ this software in their courses to varying degrees.

### **Operating Budget**

The department's operating budget has remained relatively flat. For the 2023-2024 it is approximately \$18,000, with 20% of the operating budget set aside for office supplies and

materials; \$1,500 is designated for student awards and department functions (e.g., a spring reception to honor graduates); the remainder is allocated to individual full-time faculty members—including lecturers—for travel and research. Those faculty members with separate endowments provide the resources for their research and travel. These are the Chair of Excellence in Judaic Studies, the North Callahan Professorship, and the LeRoy A. Martin Professorship. The Martin Professorship in Religion has a \$7,500 annual support budget, including \$2,500 for research travel. The Chair of Excellence in Judaic Studies has an annual operating budget of \$8,500. One source for concern, however, is that the \$8,500 operating budget for the Chair Excellence in Judaic Studies has not increased since 1995, despite an original written assurance that the amount for all Chairs of Excellence in Arts and Sciences would be indexed to inflation. The severe decline in the inflation-adjusted operating budget for the Chair Excellence in Judaic Studies has curtailed the Chair's public programming efforts and other initiatives. Funds from endowments have been subject to impoundment during periods of fiscal difficulty. The P&R department also has an endowed North Callahan Professorship in Religious Studies. That endowed chair provides a salary supplement, funds for research and travel, as well as funds for programming and community events. Its endowment has accrued a substantial operating fund balance because this chair has been unassigned for the past three years. During summer 2019 the dean of A&S approved an internal search to identify an appropriate recipient, and the provost recently announced the appointment of Brian Ribeiro as North Callahan Chair. In sum, funds for faculty research and travel have proved adequate. Equipment allocations, including money for computer replacements, come from the office of the Dean of Arts and Sciences on an annual basis.

The department has a Gift Fund that now totals \$9,361.54 and has also benefited from a university incentive scheme to reward departments that develop courses delivered online.

Although there are numerous restrictions on how funds that are returned to the department may be used, P&R has received money annually to encourage online course development and as part of a revenue sharing plan that is related to summer school enrollment. In 2019, P&R received \$9,986; in 2020, \$24,099; 2022 in \$28,829; 2023 \$18,722 and, in 2024, \$26,993.

## **6.2 Enrollment, Retention, and Graduation Rates**

Graduation rates fluctuate, sometimes significantly, from year-to-year, but they have remained relatively stable over a five-year rolling average. From 2019-2024 we averaged eleven students graduating each year. In 2019-2020 the department awarded 16 degrees; in 2020-2021, 21; in 2021-2022 the department awarded 8 degrees; in 2022-2023 the department awarded 6 degrees; and most recently in 2023-2024 the department awarded 6 degrees. The number of majors likewise shows some volatility. The number of P&R majors has averaged 38 between the academic years 2019-2020 and 2023-2024. We are pleased with our retention rates, which have consistently been above 64% and as high as 85% in the last five years. We feel that our strengths in teaching and advisement, in addition to the extra-curricular opportunities that we offer to students (Philosophy Club, lecture series, etc.), have paid dividends.

Recently, to increase the number of majors, our department has initiated 3 new pre-professional tracks: Philosophy: Pre-Law, Ethics, and Justice; Philosophy: Health, Medicine, and Illness; and, as previously mentioned, a new track in religious studies that combines business and religion courses, “Business, Religion, and Society.” The two new philosophy tracks have been approved

and have been in operation since Fall 2022. They have already shown much promise in attracting students. The pre-law track, with 18 majors currently, has already become the largest concentration in our department, and the pre-health track has gained 4 majors. As of this writing, the Business, Religion, and Society concentration has nearly completed the approval process and should become operational in Fall of 2025, and we are optimistic about its prospects as well.

Our Fall SCH production has remained relatively stable since 2019-2020 (adjusting for sabbaticals, leaves of absence, and course releases). Faculty members regularly allow students to enter their courses to exceed the assigned capacities, to the extent that seating in assigned rooms (and the fire code) allow. Our General Education offerings consistently enroll in capacity and beyond, and our major courses, even the special topics courses, have historically demonstrated strong enrollments. The size of our department faculty has increased slightly since our last review. The number of faculty on a tenure track was seven (prior to Dr. Welsh's recent departure), and the number of faculty not on a tenure track increased from two to four. Total academic year SCH has increased from 4,425 in 2019-2020 to 5,178 in 2023-2024. All this data demonstrates that P&R runs very cost-effective, but high-quality programs in both philosophy and religion, despite various budget cuts over the years.

### **6.3 Local, State, and Regional and National Needs**

With the proposal to create a new "Business, Religion, and Society" track, the department intends to engage with the Chattanooga business community through internships offered to our majors. As part of the requirements for this new track, students will work for local businesses



and nonprofit organizations in their senior year. This may lead to full-time employment for students, but at the very least, provide valuable experience and local connections as they pursue their interests in integrating their business and religion courses.

Students in the Philosophy: Pre-Law track, though not required, are also encouraged to participate in internships with local law firms and legislative bodies. Similarly, majors in the Philosophy: Health track are prompted to look for internship opportunities with various health-related organizations. We have an internship course, PHIL 4900r, that students on either track can enroll in to earn course credit towards their degrees while gaining valuable practical experience.

We believe our new pre-professional tracks serve a need among students at UTC. Many students who take courses in philosophy or religious studies become keenly interested in the subject matter and consider majoring in them, but because they do not see an obvious career path associated with a degree in philosophy or religion, they often end up choosing another major. The new tracks can provide at least some of these students with a concrete career application for a philosophy or religion degree, and the solid enrollments we are already seeing in our pre-professional philosophy tracks attest to that.

**APPENDIX A:**  
**Course Syllabi**  
**(as referenced in Chapter 1)**

**Philosophy 2110: Logic, Language and Evidence**  
Fall 2023

**Professor:** Dr. Dennis Plaisted

**Office:** Lupton 231J

**Phone:** 425-4472

**Email:** [Dennis-Plaisted@utc.edu](mailto:Dennis-Plaisted@utc.edu)

**Hours:** MWF 11:30-12:30

**Course Number:** PHIL 2110, section 0, CRN: 40015

**Schedule and Location:** MWF 9-9:50, Holt 124

**Pre or Co-Requisites:** none

**Credit:** 3 semester hours

**Catalog Description:** An examination of accepted forms of reasoning and of the varied ways in which language functions; fallacy, definition, metaphor, and theories of meaning; examples from such areas as science, law, politics, theology, and philosophy; classical and symbolic logic; deductive techniques; induction and deduction contrasted. Fall semester.

**Course Description:** Strong logical reasoning skills are beneficial for any person in any walk of life. Skill at constructing and evaluating arguments is the most vital part of the activity of logical reasoning. Logical arguments essentially fall into one of two categories: deductive and inductive. Deductive arguments, if they are successful, establish their conclusions with absolute certainty; whereas inductive arguments, even if they are completely successful, only show their conclusions to be highly probable, not certain. This course is an introduction to both forms of argumentation. We will examine various types of deductive and inductive arguments and learn techniques for distinguishing between good ones and bad ones, with the ultimate goal being to improve significantly the student's ability to engage in thoughtful logical analysis of her own views and the views of others.

**Course Student Learning Outcomes:**

1. Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing.
2. Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
3. Students will know significant historical figures and multiple perspectives that have influenced the field of logic.

**Required Text:** Patrick Hurley and Lori Watson, *A Concise Introduction to Logic*, 13<sup>th</sup> edition.

**Course Requirements and Grading:**

--3 exams which will be weighted as follows. Test 1: 25 points (or 25% of the course grade); Test 2: 25 points (or 25% of the course grade); Test 3: 25 points (or 25% of the course grade). These tests will be comprised of problems similar to those worked in class and those assigned for homework. The final exam will not be cumulative. **Tentative Exam Dates.** Exam 1: Mon, 9/18; Exam 2: Mon, 10/23; Final Exam: Wed, 12/6 from 8-10am.

--6 homework assignments. 4 of these will be worth 3 points each and the other 2 will be worth 4 points each, meaning that all 6 of these together will be worth 20 points (or 20% of the course grade). More details on these will be given in class.

--4 in-class quizzes. The first 3 of these will be worth 1 point each, and the 4<sup>th</sup> one will be worth 2 points. All 4 quizzes together will count for 5 points (or 5% of the course grade). These will be announced 1 class day before they are given.

--Grading Scale: there are a total of 100 points to earn in the class. Letter grades will be assigned as follows:

- A: 90-100 points
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 or below.

--Instructor Grading Time: in general, I return graded exams and homework the next class day after they are submitted.

### **Order of Topics:**

1. Introduction to Arguments and Argument Structure: recognizing premises and conclusions; putting arguments in standard form; deduction vs. induction; validity and soundness of deductive arguments; strength and cogency of inductive arguments; structure of extended arguments. Chapter 1.
2. Informal Fallacies of Reasoning: fallacies of relevance; fallacies of weak induction; fallacies of ambiguity; fallacies of presumption. Chapter 3.
3. Categorical Propositions and Syllogisms: components of categorical propositions; the basic 4 categorical propositions; standard form for categorical propositions; the Aristotelian vs. the Boolean interpretation; using Venn diagrams to test syllogisms for validity. Chapters 4 and 5.
4. Propositional Logic: translating English sentences into symbolic notation; truth functions; truth tables for propositions; using truth tables to test arguments for validity. Chapter 6.
5. Natural Deduction for Propositional Logic: rules of implication; rules of replacement; conditional proof; indirect proof. Chapter 7.

### **Technology Details for the Course:**

--**Technology Requirements for Course:** students must have access to the internet and a UTC email account.

--**Technology Skills Required for Course:** students must be able to use the internet, email, and Canvas.

--**Technology Support:** If you have problems with your UTC email account or with Canvas, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

## Class and Institutional Policies:

**--Academic Integrity:** As a student of the University of Tennessee at Chattanooga (“UTC” or “University”), you are expected to abide by the University’s [Honor Code](#). Any suspected violation of the UTC Honor Code will result in a referral to the Office of Student Conduct and may result in a grade of F (0) on an assignment, examination, or course should you be found responsible for the alleged violation.

**--Generative Artificial Intelligence (AI) - Use Prohibited:** All submitted coursework must be your own original work. The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

**--Honor Code Pledge:** I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

**--Policy for Attendance:** as required by the University, I will be keeping records of your attendance. However, attendance does not directly figure in the calculation of your grade. It is vital to your success in the class, though. If you regularly miss classes, you will lack much of the information needed to do well on the exams. If you do have to miss a class for whatever reason, I strongly recommend that you get a copy of that day’s notes from a classmate.

**--Policy for Missed Exams and Quizzes:** a make-up exam or quiz will be given only in cases where the student can prove that they suffered an illness or personal crisis that prevented them from taking the exam or quiz at the scheduled time. Students who do not have such an excuse will receive a 0 on the exam or quiz.

**--Policy for Late Homework Assignments:** Late homework assignments can only receive full credit if the student can prove that they suffered an illness or personal crisis that prevented them from turning the assignment in on time. An unexcused late assignment can receive up to half credit if it is turned in by the next class meeting after the assignment is due. No credit will be given to assignments turned in after this time.

**--Policy for Class Participation:** class participation is not an official part of your grade in this class, but it, like attendance, is vital to doing well in the class. Please attempt the assigned practice problems before coming to class each day and come to class armed with questions about any points you don’t understand. Please also bring your copy of the Hurley text to class each day, as we’ll be referring to it frequently in class.

**--Policy for Withdrawing from Class:** I sincerely hope each of you will enjoy the class and stay in it for the duration, but if for whatever reason you decide to drop the class, you must officially

withdraw from the class with the Registrar's Office. I will not drop you if you just stop coming. Withdrawing from a class is always the responsibility of the student and never the responsibility of the professor. If you do not drop, I will be forced to give you whatever grade you have earned.

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**Philosophy 3110: Symbolic Logic**  
Spring 2024

**Professor:** Dr. Dennis Plaisted

**Office:** Lupton 231J

**Phone:** 425-4472

**Email:** [Dennis-Plaisted@utc.edu](mailto:Dennis-Plaisted@utc.edu)

**Hours:** MWF 12:00pm-12:50pm

**Course Number:** PHIL 3110, section 0, CRN: 26184

**Schedule and Location:** MWF 1-1:50, Holt 229

**Pre or Co-Requisites:** none

**Credit:** 3 semester hours

**Catalog Description:** an introduction to techniques of modern formal logic, including those of sentential logic and predicate logic with relations, identity, and functions. The course will also consider some important metatheoretic results of first order logic (e.g., soundness and completeness) and select issues in the philosophy of logic.

**Required Text:** *Introduction to Formal Logic with Philosophical Applications* by Russell Marcus. Oxford University Press, 2018. ISBN: 9780199386482

**Course Student Learning Outcomes:**

1. Students will improve their ability to articulate complex ideas, theories, and arguments, both orally and in writing.
2. Students will learn skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.
3. Students will know significant historical figures and multiple perspectives that have influenced the field of logic.

**Course Requirements and Grading:**

--3 exams which will be weighted as follows. Test 1: 25 points (or 25% of the course grade); Test 2: 25 points (or 25% of the course grade); Test 3: 25 points (or 25% of the course grade). These tests will be comprised of problems similar to those worked in class and those assigned for homework. The final exam will not be cumulative. **Tentative Exam Dates.** Exam 1: Fri, 2/9; Exam 2: Fri, 3/22; Exam 3: Fri, 4/26 from 10:30am-12:30pm.

--6 homework assignments. 4 of these will be worth 3 points each and the other 2 will be worth 4 points each, meaning that all 6 of these together will be worth 20 points (or 20% of the course grade). More details on these will be given in class.

--4 in-class quizzes. The first 3 of these will be worth 1 point each, and the 4<sup>th</sup> one will be worth 2 points. All 4 quizzes together will count for 5 points (or 5% of the course grade). These will be announced 1 class day before they are given.

--Grading Scale: there are a total of 100 points to earn in the class. Letter grades will be assigned as follows:

- A: 90-100 points
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 or below.

--Instructor Grading Time: in general, I return graded exams, quizzes, and homework the next class day after they are submitted.

### **Topics We Will Cover:**

1. Basic Concepts of Logic: arguments, premises, conclusions, validity, soundness. Chapter 1.
2. Propositional Logic: a formal language for propositional logic, symbolization and syntax. Chapter 2, sections 1 and 2.
3. Semantics for Propositional Logic: the notion of a truth function, truth tables for basic propositional logic operators, truth tables for sentences and arguments, truth-functional equivalence, consistency, satisfiability and validity, philosophical issues concerning propositional logic semantics. Chapter 2, sections 3-7.
4. Natural Deduction in Propositional Logic: rules of inference, rules of equivalence, strategies for constructing derivations, conditional and indirect proof. Chapter 3.
5. Monadic Predicate Logic: a formal language for predicate logic, symbolization and syntax, additional inference rules, semantics for predicate logic, proving invalidity in predicate logic. Chapter 4.
6. Relational Predicate Logic: syntax and semantics for relational predicates, derivations, the logic of identity, functions, showing invalidity. Chapter 5.
7. Metalogic and topics beyond formal logic: notions of soundness and completeness for a logical system, discussion of proofs of some metatheorems for propositional logic, informal consideration of important negative meta-results (incompleteness, undecidability) and their philosophical significance, three-valued logics, modal logic, definite descriptions, logicism, quantification and ontological commitment, truth and liars, logic and the philosophy of mind. Chapters 6 and 7 and supplemental readings on UTC Learn.

### **Technology Details for the Course:**

--**Technology Requirements for Course:** students must have access to the internet and a UTC email account.

--**Technology Skills Required for Course:** students must be able to use the internet, email, and UTC Learn.



**--Technology Support:** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

## Class and Institutional Policies:

**--Student Conduct Policy:** UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

**--Honor Code Pledge:** I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

**--Policy for Attendance:** as required by the University, I will be keeping records of your attendance. However, attendance does not directly figure in the calculation of your grade. It is vital to your success in the class, though. If you regularly miss classes, you will lack much of the information needed to do well on the exams. If you do have to miss a class for whatever reason, I strongly recommend that you get a copy of that day's notes from a classmate.

**--Policy for Missed Exams and Quizzes:** a make-up exam or quiz will be given only in cases where the student can prove that they suffered an illness or personal crisis that prevented them from taking the exam or quiz at the scheduled time. Students who do not have such an excuse will receive a 0 on the exam or quiz.

**--Policy for Late Homework Assignments:** Late homework assignments can only receive full credit if the student can prove that they suffered an illness or personal crisis that prevented them from turning the assignment in on time. An unexcused late assignment can receive up to half credit if it is turned in by the next class meeting after the assignment is due. No credit will be given to unexcused late assignments turned in after this time.

**--Policy for Class Participation:** class participation is not an official part of your grade in this class, but it, like attendance, is vital to doing well in the class. Please attempt the assigned practice problems before coming to class each day and come to class armed with questions about any points you don't understand. Please also bring your copy of the text to class each day, as we'll be referring to it frequently in class.

**--Policy for Withdrawing from Class:** I sincerely hope each of you will enjoy the class and stay in it for the duration, but if for whatever reason you decide to drop the class, you must officially withdraw from the class with the Registrar's Office. I will not drop you if you just stop coming. Withdrawing from a class is always the responsibility of the student and never the responsibility of the professor. If you do not drop, I will be forced to give you whatever grade you have earned.

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

# ANCIENT GREEK AND ROMAN PHILOSOPHY

Fall 2023

Philosophy, 3510, 46063, Online, 3 credit hours



**The School of Athens, Raphael (1511 C.E.)**



**Acropolis, Athens, Greece**



**Terracotta volute-krater  
(bowl for mixing wine and  
water) c.430 B.C.E.**

**Instructor:** Robert Austin Kippes

**Email:** [robert-kippes@utc.edu](mailto:robert-kippes@utc.edu)

**Office Hours and Location:** Online, Fridays, 1-2pm, or by appointment. Zoom link:  
<https://binghamton.zoom.us/j/93753903278>

**Course Meeting Days, Times, and Location:** Online, assignments weekly.

**Course Syllabus Subject to Change**

**Course Catalog Description:** Selections from the pre-Socratic through the late Greco-Roman writers, including Plotinus. Emphasis on Plato and Aristotle. Fall semester.

**Course Pre/Co Requisites:** None

**Course Student Learning Outcomes:** See General Education Statement below.

**General Education Student Learning Outcomes:** Like any philosophy course, this course should develop your abilities to read carefully, analyze arguments, and think critically about difficult ideas. More specifically, you should be able to engage in educated discussions about ancient Greek and Roman philosophy, including developing your own informed opinions about these philosophers' ideas and how you might relate these ideas to your own thinking about yourself, society, and the universe.

**Required Course Materials:**

- Texts:
  - *Presocratics Reader*, ed. Patricia Curd: Hackett (ISBN 13: 9781603843058).
  - *Republic of Plato*, trans. Allan Bloom: Hachette (ISBN 13: 9780465094080).
  - *Politics*, trans. Joe Sachs: Hackett (ISBN 13: 9781585103768).
  - \*\*\*If you get an eBook it will most likely lack the correct page numbers. You will need to cite for assignments. So please get a physical copy of the required texts.
  - The rest of the readings will be PDFs accessed on the course page on Canvas.

**Technology Requirements for Course:** Access to a computer and internet.

**Technology Skills Required for Course:** General knowledge.

**Digital Literacy Skills Required for Course:** General.

**Technology Support:** If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email [helpdesk@utc.edu](mailto:helpdesk@utc.edu).

**Student Technology:** If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](#) with Information Technology.



## **Course Assignments:**

- Class discussion and participation is required to excel in philosophy. Philosophy is a discipline which has a rich tradition in critical thinking and discussion among peers. Therefore, for you to fully achieve the goals this course has set forth, you will need to try and put forward your own ideas in a critical, yet, measured manner. No one is expected to be an “expert” on any of the topics we will be dealing with. But what will be expected is some effort made in order to deal with the topics of the class, to comprehend them as much as possible, and to critique or develop them further in your own way. If you genuinely try, you will do well in this class. However, since this is an online class, we will use tools trying to mimic real person-to-person discussion as much as possible. As such, there will be weekly discussion questions on the discussion post part of blackboard. You will simply need to respond to the question topic with your own justified opinion and respond to TWO other posts. This portion of your grade is subjective. I will grade solely based on to what extent you participated in discussion and these assignments, not whether your opinions are true or not. It is simply just to make you engage in the material. It should be noted that no personal attacks or hateful speech will be tolerated. To study philosophy is to often disagree with most, if not all, of other people who have stated their own positions on various matters. What this means is that we will be learning how to have a measured, respectful, critical, and humble conversation with peers.
- Paper One: You will need to compare and contrast one of the pre-socratics with Plato. You will be graded on how well you accurately present the theory of each, as well as how well you articulate the ways in which they might be similar and the ways they might contrast. This paper must be 3 pages double-space, or 900-1000 words.
- Term Paper. This paper must be 6-8 pages double-spaced. I will make the prompt available as it says on the course schedule. You will need to submit a 150-word abstract with thesis which will be due prior to the due date of the full paper. I’ll give more details in the prompt. But the paper will be about some of the themes we will study throughout the semester, and you will get to choose which topic you want to write on. *Please contact the Library for help on writing a paper. They are more than happy to help. Additionally, please reach out to me for help as I am more than happy to help as well.* Specific due date is on course schedule.
  - How to write a philosophy paper:  
[https://youtube.com/playlist?list=PLz0n\\_SjOttTdVWpkyMvcDM0N8YofOhUt9](https://youtube.com/playlist?list=PLz0n_SjOttTdVWpkyMvcDM0N8YofOhUt9)
- Abstract: submit an introductory paragraph style abstract based on your term paper.

- Midterm exam will cover readings for the first seven weeks of class. Specific due date is on the course schedule and you will have a week to complete it.
- Final exam will cover the entire course. A study guide will be uploaded during the final week of class. Specific due date is on the course schedule.

## **Grading Policy:**

Your final grade will consist of the following:

- Discussion Posts – 10
  - Paper One – 10
  - Midterm Exam – 25
  - Abstract – 5
  - Term Paper – 25
  - Final Exam – 25
- 
- A – 100 – 90%
  - B – 89 – 80%
  - C – 79 – 70%
  - D – 69 – 60%
  - F (failing grade) – 59% and below

**Feedback and Grade Return Time:** assignments will be graded and returned within a week or two.

## **Course and Institutional Policies**

**Late/Missing Work Policy:** Late assignments are not accepted unless for special reasons (e.g. hospitalization, storm caused loss of power, etc.). Just email me ahead of time if there is a reason or please reach out to me after the fact.

**Student Conduct Policy:** UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

**Honor Code Pledge:** As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

**Generative Artificial Intelligence (AI) - Use Prohibited:** All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code. The use and/or

inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

**Student Accommodations:** If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email [DRC@utc.edu](mailto:DRC@utc.edu).

**Student Support Resources and Privacy and Accessibility Statements:** A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**UTC Bookstore:** The UTC Bookstore will price match Amazon and [Barnes and Noble](#) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) visit the bookstore, email [sm430@bncollege.com](mailto:sm430@bncollege.com) or call 423-425-2184.

## **Course Calendar/Schedule (subject to change):**

### WEEK 1 (08/21):

- Read the Syllabus

### **THE PRE-SOCRATICS**

- (TEXT) Thales, 13-15; Heraclitus, 39-54

### WEEK 2 (08/28):

- (TEXT) Parmenides, 55-63; The Sophists, 144-153

### **PLATO**

- (PDF) Plato, *Euthyphro*, 2a-16a

### WEEK 3 (09/04):

- (PDF) Plato, *Apology*, 17a-42a
- (PDF) Plato, *Meno*, 70a-100b

- Optional: (PDF) Plato, *Charmides*, 639-663

#### WEEK 4 (09/11):

- (TEXT) Plato, *Republic*, BK I, 3-34
- (TEXT) Plato, *Republic*, BK II & III, 35-55, 77-96 (skim 55-77)

#### WEEK 5 (09/18):

- (TEXT) Plato, *Republic*, BK IV, 97-125
- (TEXT) Plato, *Republic*, BK V, 127-161
- **Paper One Prompt Made Available**

#### WEEK 6 (09/25):

- (TEXT) Plato, *Republic*, BK VI, 163-192
- (TEXT) Plato, *Republic*, BK VII & BK VIII, 193-225 (skim 226-249)

#### WEEK 7 (10/02):

- (TEXT) Plato, *Republic*, BK IX, 251-275
- (TEXT) Plato, *Republic*, BK X, 277-303
- **Paper One due 10/08 at 11:59pm**
- **Study Guide for Midterm Exam Available**

#### WEEK 8 (10/09):

##### **ARISTOTLE**

- (PDF) Aristotle, *Organon*, 696-704, 709-731
- **Midterm Exam (weeks 1-7) Due 10/15 at 11:59pm**

#### WEEK 9 (10/16):

- (PDF) Aristotle, *Physics*, 49-58, 73-80
- (PDF) Aristotle, *Metaphysics*, 1-8



- (PDF) Aristotle, *On the Soul (De Anima)*, pgs. 81-88, 130-161

#### WEEK 10 (10/23):

- (PDF) Aristotle, *Nicomachean Ethics*, 1-36
- (PDF) Aristotle, *Politics*, 1-6, 22-26, 76-101

#### WEEK 11 (10/30):

### **HELLENISTIC PHILOSOPHY**

- (PDF) Epicurean Ethics: 102-105, 112-139, 149-153
- (PDF) Stoic Ethics: 377-401
- (PDF) Epictetus, *Handbook*, 287-304

#### WEEK 12 (11/06):

- (PDF) Stoic Epistemology: 236-241, 313-323, 241-259
- (PDF) Sextus Empiricus, *Outlines of Skepticism*, 3-13, 16-27, 37-43
- **Term Paper Prompt Made Available**

#### WEEK 13 (11/13):

### **CONTEMPORARY WORK ON ANCIENT WESTERN PHILOSOPHY**

- (PDF) Frank, *Poetic Justice*, TBD
- (PDF) Hursthouse, *On Virtue Ethics*, 25-62
- **150-word abstract due by 11/19 at 11:59pm.**

#### WEEK 14 (11/20)

- **THANKSGIVING BREAK**

#### WEEK 15 (11/27)

- (PDF) Kahn, "Aristotle on Thinking," 359-379
- (PDF) Fogelin, *Pyrrhonian Reflections on Knowledge and Justification*, 88-100, 192-203

- **Study Guide for Final Exam Available**
- **Term paper due by 12/03 at 11:59pm**

WEEK 16: (12/04)

- **Final Exam (weeks 8-15) due by 12/07 at 11:59pm.**

**University of Tennessee at Chattanooga**

Philosophy 3530  
MWF 11:00-11:50 in Holt 230

# Modern European Philosophy:

## Topics in Metaphysics & Epistemology

CRN 26158 / Face-to-Face / 3 hrs  
credit Spring 2024

Dr. Brian Ribeiro

UC Foundation & North Callahan Distinguished Professor of Philosophy

<brian-ribeiro@utc.edu> /

423.425.4338 Office Hours: M & W  
1:00-2:30 in Lupton 231-I



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### Course Catalog Description

“Rationalism and empiricism as developed by leading thinkers; selections from chief representatives from Hobbes and Descartes through Kant. Spring semester.” No pre- or co- requisites.

## Course Student Learning Outcomes

Upon completion of this course, students should be able to critically analyze and intelligently evaluate a range of philosophical ideas, perspectives, and arguments from the modern period; express understanding of such philosophical ideas, perspectives, and arguments on the exams; and articulate and defend their own perspective in relation to material covered in class.

## Supplemental Course Description

To construct a *metaphysical theory* is to construct a **philosophical account of reality**. So when we do metaphysics, we ask ourselves, *Which things make up the fundamental furniture of the world?* That is, we attempt to construct a kind of *ontological inventory*. Which things are ultimately *real*? (For example, “Is the self real?”) What really *exists*? (For example, “Does God exist?”) And of the things that *do exist*, in what way(s) or manner(s) do they exist? (For example, “Given that I certainly have a mind, *what is my mind?* Is it just my brain?”) An ideal ontological inventory would be both **accurate** (= it would include *only* real things, without any errors) and **complete** (= it would include *all* the real things, without any omissions).

Each of the major philosophers of the early modern, pre-Kantian period of philosophy—viz., Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Reid [pictured above, in that order]—both defended and critiqued various metaphysical theories in the sense outlined above. They also reacted to the metaphysical theories of their predecessors (and their contemporaries) by revising, refining, or criticizing those philosophers’ theories. In this course we will explore **the modern period (= 17<sup>th</sup> and 18<sup>th</sup> century philosophy)** by considering a wide range of topics in early modern metaphysics. I have chosen an overall topical arrangement, supplemented by a historical construction within each individual topic. This allows us to sample many of the major metaphysical topics addressed during the modern period, and at the same time it allows us to benefit from watching the evolving philosophical debates about each individual topic—as in “Well, Descartes said *this*, which Leibniz and Malebranche modified *as follows*, and Berkeley tried to avoid the problem by arguing *so-&- so*, until Hume argued that *no position* on this topic can survive critical scrutiny.”

Considered as a whole, this course should provide you with comprehensive overview of our historical period and a strong sense of the broad sweep of metaphysics, as well as an informed appreciation of the details of a series of on-going metaphysical debates.

## Required Course Texts & Canvas Readings

1. Arieu, Roger & Eric Watkins, editors. *Modern Philosophy: An Anthology of Primary Sources*. 3<sup>rd</sup> edition. Indianapolis: Hackett Publishing Company, 2019. [AW]  
ISBN 9781624668050
2. Berkeley, George. *A Treatise concerning the Principles of Human Knowledge*. Ed. Kenneth P. Winkler. Indianapolis: Hackett Publishing Company, 1982. [**Principles**] ISBN 9780915145393
3. Descartes, Rene. *Meditations on First Philosophy*. 2<sup>nd</sup> edition. Ed. John Cottingham. Cambridge: Cambridge University Press, 2017.

**[Meditations]**

ISBN 9781107665736

4. Hume, David. *Dialogues Concerning Natural Religion*. 2<sup>nd</sup> edition. Ed. Richard Popkin. Indianapolis: Hackett Publishing Company, 1998. [**DCNR**] ISBN 9780872204027
5. In addition to 1-4 above, some of the readings will be posted on Canvas. In the Course Schedule (below) these are indicated by the superscript letters <sup>cv</sup>. If a reading is marked <sup>cv</sup>, then that reading will be inside your weekly module on Canvas.

**All of these books can be purchased in the UTC Bookstore, but wherever you purchase your books, and in whatever format you choose to purchase them (print or electronic), be sure**

you purchase the exact same editions listed above. If you don't, your page numbers won't match those listed in the reading schedule. The UTC Bookstore will have the assigned editions; if you order online instead, then use the ISBN to search for each book: that will ensure that you get the same edition I've assigned.

## Course Components

### 1. Attendance, Participation, & Classroom Environment

As a face-to-face course, **class attendance is required**. Generally, classes will consist of both lecture and a significant amount of class discussion. The quality of these discussions will be (at least partly) a function of the number (and obviously the preparedness) of the participants. Thus, I want everyone in attendance for every meeting. **I will allow three unexcused absences (= 1 full week of classes) without penalty**. Each subsequent unexcused absence will result in a 1/3 letter-grade reduction from your final grade (that's 3.3% off your final grade percentage). Absences can sometimes be excused, *at my discretion*, for illness/injury or for important university activities, if you provide me with appropriate documentation. If you wish to have an absence excused, then you must bring me the appropriate notes or documentation *within one week of your return to class after the absence*—not a month later, and not at the end of the semester. The absence must be excused within one week of your return to class: no exceptions. Missed announcements, assignments, etc. are the responsibility of the student.

Since arriving late is disruptive to your peers and to me, **repeated tardiness will be penalized**. If you are not present to sign the roll sheet when I pass it at the start of class, *you are late*. Each 3 tardies = 1 absence, and any such absence(s) will fall under the policy described in the previous paragraph. Moreover, since **leaving class (and then returning a few minutes later) is disruptive to your peers and to me**, such classroom interruptions— unless due to a *genuine emergency or verified medical condition*—will also be marked on the roll. Each 3 such marks = 1 absence, and any such absence(s) will fall under the policy described in the previous paragraph. Lastly, please be aware that it is *exclusively your responsibility* to see me after class if you are not present when the roll sheet goes around.

**Important note:** If you are *more than 10 minutes late for class*, or if you *leave before the end of class and do not return* (without my prior approval), then you will be counted *absent* for that day.

In addition to coming to class (on time), participating is an important aspect of your contribution to the course. **Class participation makes class more enjoyable for**

**everyone**— more fun for me to teach, and more fun for all of you as students. Class participation can also positively affect your grade in several different ways, so I encourage each of you to add your voice to the conversation. However, talking out of turn (chatting to neighbors during lecture) is highly distracting—for those chatting, for those nearby them, and for me as the teacher: You will receive one clear warning about such talking out of turn. After that warning, **repeated disruptive chatting will receive a 1% penalty** (i.e., 1% will be subtracted from your final grade percentage) each time a violation occurs, and such students may also be dismissed from class.

To reduce distractions and improve the classroom environment, **the use of electronic devices during class is prohibited.** (That includes all such devices—laptops, Kindles, cell phones,



iPads, iPods, smart watches, and so on, unless the device is an assistive device approved through the DRC and discussed with me.) **Those violating this policy will receive a 1% penalty** (i.e., 1% will be subtracted from your final grade percentage) each time a violation occurs, and such students may also be dismissed from class.

[For an overview of the research on which this policy is based, see <https://nyti.ms/2hVxlzm>]

**Campus Closures:** If the UTC administration closes the campus due to inclement weather or some emergency on campus, check your Canvas email account for instructions on how we will handle the next class meeting, what material to read, etc.

**Email Reply Time:** Under normal circumstances, you can expect me to reply within 24 hours to emails received between 8:00am Monday and Friday at 4:00pm. Emails received after 4:00pm on Friday will probably be replied to on the following Monday.

## 2. Canvas Course Site: Quizzes, Handouts

The Canvas site provides a platform to facilitate several types of course-related activities. It is where you will take your weekly reading quizzes, for example. The weekly modules in Canvas also include all the class handouts, so if you miss class or lose your copy, you can download any handout(s) you need.

## 3. Reading & Reading Quizzes

**Your success in this course will depend in large part on your doing the readings.** Moreover, you need to read *actively*—underlining, highlighting, making marginal notes. Some of these texts will be difficult, but they will repay close attention, and I will try to remove any remaining uncertainties in class. You are expected to do each of the readings by the date listed in the Course Schedule (see below), and you should be prepared to discuss the readings in class.

**Normally, there will be a reading quiz every week;** the quiz covers all of that week's assigned readings. The quiz will be taken on the Canvas course site with a 10-minute time limit. Since you should have completed all of the week's readings by class-time on Friday, **the quiz must be completed by Friday night at 11:59pm (Eastern).** Note: you will still be allowed to take the quiz *late* on Saturday (with a 10% penalty) or Sunday (with a 20% penalty), as long as you complete the quiz by 11:59pm on Sunday night. If you have not completed the quiz by Sunday at 11:59pm, you will receive a zero, and that quiz can no longer be taken. Quiz grades and correct answers will be released early on Monday mornings.

## 4. Two Exams / Exam Grading Times

There will be two exams in this course, a midterm and a final. The final exam is not cumulative. The nature of the exams will be made clear prior to each exam.

There will be a review sheet for each exam. Make-up exams will be given *only when the absence qualifies as excused*, and all make-up exams must be taken within 3 days of your return to class. **I reserve the right to make any make-up exam both *different from* and *harder than* the original exam.**

During the regular semester, I will do my best to grade exams within one week (7 days).

## 5. One 6-8 Page Paper

The remainder of your course grade will come from **a single 6-8 page paper** (12 pt TNR font with double spacing and 1-inch margins), which will be assigned in late March and which will be due at **12pm (Eastern) on April 24**. This paper offers you an opportunity to critically engage with the course material in a way that is *deeper* and *more active* than the exams. The exams show me that you know *what other philosophers think*; the paper articulates and defends *what you think*. **Full details on expectations and grading criteria will be given when the paper is assigned.**

**If the paper is late**, there will be a one full letter grade reduction (= 10 points off) for each day (weekends *not* excepted) the paper is late.

**Note on Academic Integrity:** All papers written for this course will automatically be run through the text-matching software program called Unicheck for review and analysis concerning originality and intellectual integrity in your work. **If the results of the SafeAssign review indicate any academic dishonesty (= plagiarism), you will receive an “F” for the entire course (and/or be sent to UTC Honor Court).**

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## Summary of Course Grade Components

This course will be graded on a 10% grade scale: 100-90 A; 89-80 B; 79-70 C; 69-60 D; 59 or less F.

The course components are weighted as follows:

quizzes	16%
midterm exam	28%
final exam	28%
6-8 page paper	28%

# Course Schedule

## Date

## Topic

Week 1    1/08                      Introduction & Syllabus

### TOPIC 1: THE SELF & PERSONAL IDENTITY

1/10                      Descartes, Second Meditation in *Meditations*, pp. 20-27 +

83-90

1/12                      Locke, in AW, pp. 397-407 (= “Of Identity and Diversity”)

Week 2    1/15

MLK, JR. DAY – NO CLASS

1/17

Hume, in AW, pp. 571-578 (= “Of Personal Identity”)

1/19

Reid, selection from *Essays on the Intellectual Powers*<sup>CV</sup> & Butler, selection from *The Analogy of Religion*<sup>CV</sup>

Week 3    1/22

*Analyzing and Debating a Philosophical Topic* (No

Reading)

### TOPIC 2: FREEDOM & NECESSITY

1/24

Descartes, Fourth Meditation in *Meditations*, pp. 42-49 + 113- 120

1/26

Spinoza, in AW, pp. 183 (starting @ Prop. 26)–192 + 206

(Prop. 35

only) + 212 (Prop. 48 only)

Week 4    1/29

Locke, in AW, pp. 378-387 (= “Of Power”)

1/31

Hume, in AW, pp. 610-621 (= “Of Liberty and Necessity”)

2/02

NO CLASS: RIBEIRO OUT OF TOWN

Week 5    2/05

Reid, selection from *Essays on the Active Powers*<sup>CV</sup>

### TOPIC 3: MIND/BODY & THE CAUSAL INTERACTION PROBLEM

2/07

Descartes, Sixth Meditation in *Meditations*, pp. 57-71

2/09

Descartes, a couple of his personal letters<sup>CV</sup>

Week 6    2/12

Leibniz, several selections<sup>CV</sup> & then also Malebranche, in

AW,

pp. 240-243 (= Bk 6, Pt 2, Ch 3)

2/14

Spinoza, in AW, pp. 192 (starting @ Part II)-200

2/16

Berkeley, *Principles*, pp. 30 (§19), 56 (§85), 42-43 (§§51-53), & 49 (§66)

Week 7    2/19  
Connection")

Hume, in AW, pp. 602-610 (= "Of the Idea of Necessary

#### TOPIC 4: THE NATURE OF SUBSTANCE

2/21

Descartes, selection from the *The Principles of Philosophy*<sup>CV</sup> & Spinoza, in AW, pp. 172-179

2/23

**MIDTERM EXAM**

Week 8    2/26

Locke, in AW, pp. 374 (read §§17, 18, & 19) + 389-397  
(= "Of Our Complex Ideas of Substances")

2/28

Berkeley, in AW, pp. 509-511 + 481-483 + 521-523 &  
then also Berkeley, *Principles*, pp. 78-79 (§§135-140)

#### TOPIC 5(A): ARGUMENTS FOR & AGAINST THE EXISTENCE OF GOD

	3/01	Descartes, Third Meditation in <i>Meditations</i> , pp. 28-41 + 96-102
Week 9	3/04	Descartes, Fifth Meditation in <i>Meditations</i> , pp. 50-56 + 121-129
	3/06	Hume, <i>DCNR</i> , pp. 1–22 (= Parts I & II)
	3/08	<i>We'll be continuing &amp; expanding Wednesday's topic</i> (No Reading)
<b>SPRING BREAK</b>		
Week 10	3/18	Hume, <i>DCNR</i> , pp. 23–33 (= Parts III & IV)
	3/20	Hume, <i>DCNR</i> , pp. 54–76 (= Parts IX, X, & XI)
	3/22	<b><u>TOPIC 5(B): THEODICIES (RESPONSES TO THE PROBLEM OF EVIL)</u></b> Descartes, <i>Meditations</i> , pp. 42-49 + 65-71, & also Locke, in AW, pp. 392–393 (§12 only)
Week 11	3/25	Leibniz, selection from the <i>Theodicy</i> <sup>CV</sup>
	3/27	<i>Discussion of Paper Guidelines &amp; Rubric</i> (No Reading)
	3/29	GOOD FRIDAY – NO CLASS
Week 12	4/01	Berkeley, <i>Principles</i> , pp. 84-87 (§§151-156), & also Hume, in AW, pp. 618-621 + Hume, <i>DCNR</i> , p. 70
	4/03	Reid, selection from <i>Essays on the Active Powers</i> <sup>CV</sup>
	4/05	<b><u>TOPIC 6: THE PROBLEMS OF KNOWING REALITY</u></b> Descartes, First Meditation in <i>Meditations</i> , pp. 15-19
Week 13	4/08	Descartes, <i>Meditations</i> , pp. 40-43, & esp. 62-63; then also read Malebranche, “Elucidation Six” <sup>CV</sup>
	4/10	Berkeley, <i>Principles</i> , pp. 29-30 (§§17-20), 56-57 (§§86-87), & 34-38 (§§29-40) + Berkeley, in AW, p. 533
	4/12	Hume, in AW, pp. 639-646 (= “Of the Academic or Skeptical Philosophy”)
Week 14	4/15	Reid, selection from <i>Essays on the Intellectual Powers</i> <sup>CV</sup>
	4/17	<i>Paper is due in 1 week: In-class peer-to-peer meetings today!</i>
	4/19	No reading: General “Chewing of the Cud” Discussion
Week 15	4/22	<b>FINAL EXAM</b>
12:00pm,	4/24	<b>YOUR PAPER IS DUE AT NOON THIS DAY!</b>

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❖ Note: This schedule is tentative and subject to revision when such revisions

serve the best interests of the class.

## PHIL 4940: Topics in the Philosophy of Health, Illness, and Medicine



- ❖ **Professor Talia Welsh**
- ❖ **Email and Phone Number:** [Talia-Welsh@utc.edu](mailto:Talia-Welsh@utc.edu), 423-425-4318
- ❖ **Office Hours and Location:** Lupton 231D, 12:30-1:30, Tuesdays & Thursdays and by request on phone, Zoom, or in person. Please email for appointment.
- ❖ **Course Meeting Days, Times, and Location:** Tuesdays & Thursdays, 10:50am-12:05pm, Lupton 392
- ❖ **Course Catalog Description:** A survey of central philosophical theories of health, illness, and mental disorder as well as a critical examination of the possibilities and limits of medicine.
- ❖ **Course Pre/Co Requisites:** None
- ❖ **Course Student Learning Outcomes:**
  - ❖ 1. Articulate different theories of health, illness, and mental disorders.
  - ❖ 2. Compare how theories of health, illness, and mental disorder have changed over time and vary in different cultural contexts.
  - ❖ 3. Analyze evidence-based models of medicine and curative treatment and critical assessment of these models.
  - ❖ 4. Understand the role of first-person experience in health, illness, and mental disorders.
- ❖ **Required Course Materials:** *A Very Easy Death*, by Simone de Beauvoir (in the bookstore) all other material will be provided as pdfs, web links, or videos in Canvas.

- ❖ **Technology Skills Required for Course:** Access and familiarity with UTC Learn. Capacity to check email and respond in a timely fashion.
- ❖ **Course Assessments and Requirements:**
- ❖ Reading quizzes. 30%. Readings will be given in class, sometimes drawn from assigned readings, the student must answer questions on the reading in class as a quiz or respond to a written or spoken prompt in class.
- ❖ In-class assignments and participation. 20%. Students will respond to a written or spoken prompt in class and participate in class discussion. Students must be present and participating 80% of the time for an A in this part of the course assessment.
- ❖ Individual research project. 30%. Students will under consultation develop a topic to research in more depth. The project will have two components. 1. Written synopsis.(10% each) A 8-15 page summary of the topic and the students' analysis. 2. Oral presentation. (10% each) A 10-minute presentation where the student must explain the topic and respond to questions.
- ❖ Group research project. 20%. Students will be assigned to small groups. The project will have two components. 1. Written synopsis. (15% each) A 5-10 page summary of the topic and the students' analysis. 2. Oral presentation. (15% each) A 15-minute presentation where the students must explain the topic and respond to questions.
- ❖ **Course Grading Policy:**
- ❖ Course grades will be out of 100 points and will be graded according to the following scale:
- ❖ 90-100 =A
- ❖ 80-89=B
- ❖ 70-79=C
- ❖ 60-69=D
- ❖ 59 and below=F
- ❖ **Instructor Grading and Feedback Response Time:** Quizzes will be graded within a week, papers within two weeks.
- ❖ **Late/Missing Work Policy:** If you can *document* why you were unable to turn in work on time or be present for a quiz, you may complete a make-up. As you know the times of this class, having to work is not a reason to not be in class. **If you have personal issues**



that mean you will be unable to attend many classes, please work with the Dean of Students to provide documentation to permit alternatives to the late/missing work policy.



❖ **Course Calendar/Schedule:** Overview:

- ❖ Week 1: January 10 & 12-Introduction & What is illness? What is disease?
- ❖ Week 2: January 17 & 19-What is illness? What is medicine?
- ❖ Week 3: January 24 & 26-What is medicine?
- ❖ Week 4: January 31 & February 2-What is health? What is wellness?
- ❖ Week 5: February 7 & 9 (9 virtual class)- What is disability?
- ❖ Week 6: February 13-19-What is disability?
- ❖ Week 7: February 21 & 23- What are the social and political determinants of health?
- ❖ Week 8: February 28 & March 2 (virtual week)- What are the social and political determinants of health?
- ❖ Week 9: March 7 & 9- What is mental illness?
- ❖ [Spring Break March 13-17]
- ❖ Week 10: March 21 & 23-What is mental illness & group presentations
- ❖ Week 11: March 28 & 30 (30 virtual class)- What is birth?
- ❖ Week 12: April 4 & 6- What is human finitude?
- ❖ Week 13: April 11 & 12<sup>th</sup>-What is human finitude? & Individual presentations
- ❖ Week 14: April 18 & 20-individual presentations



❖ **Reading Schedule (later weeks will be assigned as the course progresses)**

- ❖ *What is illness? What is disease?*
- ❖ January 10 Introduction
- ❖ January 12-Read: Carel: The Philosophical Role of Illness
- ❖
- ❖ *What is illness? What is medicine?*
- ❖ January 17-Read: Kovás: The concept of health and disease, Aho: Lived Body, & Hacking: Making People Up
- ❖ January 19-Read: Aho: Diseases of Medicine, Fausto-Sterling-Should There Be Only Two Sexes?
- ❖
- ❖ *What is medicine?*
- ❖ January 24-Read: Hoffman-Technologies of illness shape illness & Sveneaus: Perils of medicalization
- ❖ January 26-Read: Kukla: Medicalization and health
- ❖

❖ *What is health? What is wellness?*

❖ January 3-Read: Gadamer: On the Enigmatic Character, Welsh, Chp1-Feminist Existentialism.

❖ February 2- Read: Schmidt: Just health responsibility & Keshet: Undisciplined patient



# Introduction to the Study of Religion

## Spring 2024

Philosophy & Religion, REL 1030, 21579, face-to-face, 3 credit hours

**Instructor:** Dr. R. Barry Matlock

**Email and Phone Number:** Barry-Matlock@utc.edu (response within 2 working days); 423-425-4340 (see office hours; email contact preferred)

**Office Hours and Location:** M/W 12:45-1:45pm, T/R 8:10-9:10am, 231C Lupton Hall, or by appointment

**Course Meeting Days, Times, and Location:** T/R, 10:50-12:05, Hunter 215

**Course Catalog Description:** Consideration of the various elements of religion and the methods for studying them; attention to beliefs, world-views, and sacred literature; rituals, myths, symbols; religious communities and organization; types of religious experience. Every semester.

**Course Pre/Co Requisites:** None.

**Course Student Learning Outcomes:** Upon completion of the course, students will be able to:

- Define 'religion' and analyze the challenges of this task of definition.
- Identify key theorists in the field of Religious Studies, applying selected theoretical concepts to particular cases.
- Characterize and differentiate broad differences in perspective and approach in the study of religion.
- Break 'religion' down into its several dimensions or components, comparing and contrasting these across a number of religions.
- Relate (the study of) religion to contemporary social and political concerns.

**General Education Student Learning Outcomes:** The two broad General Education Outcomes with which this course aligns are: I) Communicate effectively according to purpose using written, oral, and/or audio-visual methods. II) Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences. The three Humanities and Fine Arts Student Learning Outcomes are: 1) Students will critically interpret the works, products, and developments in artistic and humanistic fields and/or create such works themselves. 2) Students will assess the

cultural and historical significance of the works, products, and developments in artistic and/or humanistic fields. 3) Students will apply appropriate disciplinary vocabulary for artistic and humanistic fields of study and/or demonstrate competency in reading or speaking a language other than English. As applied specifically to the study of religion, upon completion of this course, students will be able to identify the key components of religion/religious studies; explain and analyze religion/religious studies; apply the unique perspective of religious studies to specific problems or questions in religion; and effectively articulate in writing their individual perspective on religion/religious studies.

**Required Course Materials:** James C. Livingston, *Anatomy of the Sacred: An Introduction to Religion* (6th edn; Upper Saddle River, NJ: Pearson Prentice Hall, 2009; ISBN 9780136003809); Bradley L. Herling, *A Beginner's Guide to the Study of Religion* (London: Bloomsbury, 2016; ISBN 9781472512772). Additional resources provided online/in class.

**Technology Requirements for Course:** You need access to a computer with a reliable internet connection to complete this course. You should also have an updated version of Adobe Acrobat Reader, available free from <https://get.adobe.com/reader/>. For exams administered online via Canvas, you are required to use the Google Chrome browser and install the Proctorio extension (see further on Canvas).

**Technology/Digital Literacy Skills Required for Course:** These include using Microsoft Word and PowerPoint (or equivalent), UTC Learn (Canvas), UTC email, and Proctorio.

### **Course Assessments and Requirements:**

- Two exams (100 points each=200 points)
- Twelve writing exercises (10/20/30 points each=200 points)

### **Course Grading**

**Course Grading Policy:** The final grade is based on the total accumulation of points out of 400, on the following scale: 400-360=A; 359-320=B; 319-280=C; 279-240=D; below 240=F.

**Instructor Grading and Feedback Response Time:** By the following week.

### **Course Policies**

**Late/Missing Work Policy:** Exercises may not normally be submitted late. Missed exams may only be made up for serious reasons (e.g., illness) **with appropriate documentation** (e.g., a doctor's note), at the lecturer's discretion.

**Course Attendance Policy:** Attendance will be taken; at the end of the semester, a bonus point will be added to the final points total for each class date attended, up to 20 points.

**Course Participation/Contribution:** Short lectures, course readings, and video materials will be completed in preparation for class (online, or textbooks); class time will be spent in interactive discussion of the assigned material.

**Course Calendar/Schedule:** The following schedule lists topics with the learning activities associated with each: readings, from the textbooks or online; online lectures and videos; required and extra credit exercises (instructions and due dates online); and additional online resources like optional readings and case studies, which provide further information on selected topics. Note the items in **bold**, which include class meetings, holidays, and the essay and exam dates. There will be modules on Canvas corresponding to each of these week-blocks.

### **Week 1**

#### *1. Introduction*

- 1.1. Reading: Syllabus
- 1.2. **Tuesday 1/9:** Course Introduction
- 1.3. Extra Credit 1: Weekly Journal

#### *2. I know it when I see it*

- 2.1. Reading: Livingston, Ch 1; Herling, Ch 1
- 2.2. Online Lecture 1: Defining Religion
- 2.3. **Thursday 1/11:** Interactive discussion
- 2.4. Exercise 1: What is religion? And why do I care?

### **Week 2**

#### *3. Ways of studying religion*

- 3.1. Reading: Livingston, Ch 2
- 3.2. Video: Interview of R. Aslan by L. Green
- 3.3. Extra Credit 2: Video response
- 3.4. Online Lecture 2: Does it take one to know one?
- 3.5. Online Lecture 3: Studying Religion
- 3.6. **Tuesday 1/16:** Interactive discussion

#### *4. The religious quest*

- 4.1. Video: *Chasing God*
- 4.2. **Thursday 1/18:** Interactive discussion
- 4.3. Exercise 2: Chasing God

### **Week 3**

#### *5. Theory in religious studies*

- 5.1. Exercise 3: A thought experiment
- 5.2. Reading: Herling, Ch 2-3
- 5.3. Online Lecture 4: Do we really need theory?

- 5.4. Online Lecture 5: Classic Theories I
- 5.5. **Tuesday 1/23**: Interactive discussion
- 5.6. Reading: “Clifford Geertz’s Theory of Religion” (presentation slide set, online)
- 5.7. Optional Reading: C. Geertz, “Religion as a Cultural System” (online)
- 5.8. **Thursday 1/25**: Clifford Geertz’s Theory of Religion

#### **Week 4**

- 5.9. Reading: Herling, Ch 4
- 5.10. Online Lecture 6: Classic Theories II
- 5.11. Exercise 4: Seven dimensions of religion
- 5.12. **Tuesday 1/30**: Interactive discussion
- 5.13. Reading: M. Jaffee, “Fessing Up in Theory” (online)
- 5.14. Optional Reading: W. E. Paden, *Religious Worlds*, Ch 3 (online)
- 5.15. **Thursday 2/1**: The Insider/Outsider Problem in the Study of Religion

#### **Week 5**

- 5.16. Reading: L. Festinger, et al., *When Prophecy Fails*, Ch 1 (online)
- 5.17. Video: Julia Galef on ‘scout mindset’
- 5.18. Extra Credit 3: Video response
- 5.19. **Tuesday 2/6**: Cognitive Dissonance Theory
- 6. *The sacred and the profane*
  - 6.1. Reading: Livingston, Ch 3
  - 6.2. Online Lecture 7: The Sacred
  - 6.3. Case study: Mt. Kilimanjaro
  - 6.4. Case study: The Hereford Mappa Mundi
  - 6.5. Exercise 5: Mappa Mundi quiz
  - 6.6. **Thursday 2/8**: Interactive discussion

#### **Week 6**

- 7. *From symbol to doctrine*
  - 7.1. Reading: Livingston, Ch 4
  - 7.2. Online Lecture 8: Symbols
  - 7.3. **Tuesday 2/13**: Interactive discussion
- 8. *Rituals in religion*
  - 8.1. Reading: Livingston, Ch 5
  - 8.2. Exercise 6: On ritual
  - 8.3. Online Lecture 9: Ritual
  - 8.4. **Thursday 2/15**: Interactive discussion

## **Week 7**

### **9. *Sacred texts***

- 9.1. Reading: Livingston, Ch 6
- 9.2. Online Lecture 10: Scripture
- 9.3. **Tuesday 2/20:** Interactive discussion

**Midterm Exam: Thursday 2/22** (Livingston, Chs 1-6; Herling, Chs 1-4; additional readings; online, remote, Proctorio)

## **Week 8**

### **10. *The sociology of religion***

- 10.1. Reading: Livingston, Ch 7
- 10.2. Online Lecture 11: Society
- 10.3. Case Study: Jonestown
- 10.4. **Tuesday 2/27:** Interactive discussion
- 10.5. Video: *The Mormons*
- 10.6. **Thursday 2/29:** Interactive discussion
- 10.7. Exercise 7: The Mormons

## **Week 9**

### **11. *Concepts of the divine***

- 11.1. Reading: Livingston, Ch 8
- 11.2. Online Lecture 12: Deity
- 11.3. **Tuesday 3/5:** Interactive discussion
- 11.4. Podcast: *Hidden Brain*, “Creating God” (link online)
- 11.5. **Thursday 3/7:** Interactive discussion
- 11.6. Exercise 8: “Creating God?”

## **Week 10**

**Spring Break (no class)**

## **Week 11**

### **12. *Origins of the natural and human worlds***

- 12.1. Reading: Livingston, Ch 9
- 12.2. Online Lecture 13: Cosmogony
- 12.3. **Tuesday 3/19:** Interactive discussion

### **13. *Views of the human plight***

- 13.1. Reading: Livingston, Ch 10
- 13.2. **Thursday 3/21:** Interactive discussion
- 13.3. Exercise 9: What’s wrong with the world?

## **Week 12**

### *14. The problem of evil*

- 14.1. Reading: Livingston, Ch 11
- 14.2. Online Lecture 14: Theodicy
- 14.3. **Tuesday 3/26**: Interactive discussion

### *15. Religion and morality*

- 15.1. Reading: Livingston, Ch 12
- 15.2. Online Lecture 15: Ethics
- 15.3. Video: Dr. Martin Luther King, Jr., "I Have a Dream"
- 15.4. **Thursday 3/28**: Interactive discussion
- 15.5. Exercise 10: Dr. King as moral exemplar

## **Week 13**

### *16. Righting the world's wrong*

- 16.1. Reading: Livingston, Ch 13, pp. 288-311
- 16.2. Online Lecture 16: Soteriology
- 16.3. Optional Reading: D. Cannon, *Six Ways of Being Religious*, Ch 3 (online)
- 16.4. **Tuesday 4/2**: Interactive discussion
- 16.5. Reading: Livingston, Ch 13, pp. 311-33
- 16.6. **Thursday 4/4**: Interactive discussion

## **Week 14**

- 16.7. Video: *Martin Luther: Heretic*
- 16.8. **Tuesday 4/9**: Interactive discussion
- 16.9. Video: *The Long Search: In the Footsteps of the Buddha*
- 16.10. **Thursday 4/11**: Interactive discussion
- 16.11. Exercise 11: Luther and the Buddha

## **Week 15**

### *17. Religion and modernity*

- 17.1. Reading: Livingston, Ch 14
- 17.2. Online Lecture 17: Secularization
- 17.3. **Tuesday 4/16**: Interactive discussion
- 17.4. Reading: Livingston, Ch 15
- 17.5. **Thursday 4/18**: Interactive discussion
- 17.6. Exercise 12: Self-Reflective Essay

## **Weeks 16-17**

**Tuesday 4/23: Reading Day** (Exercise 12 due)



**Tuesday 4/30: Final Exam, 10:30am-12:30pm** (Livingston, Chs 7-15; online, remote, Proctorio)

**University of Tennessee at Chattanooga**

**Contemporary Religious Issues**

**Spring 2022**

**Philosophy and Religion Department, REL 4670, CRN: 24301, 3 Credits**

**Course Description:**

This course examines selected issues, such as church-state relations, fundamentalism, and debates over abortion that are central to contemporary religious life. Primary attention is given to the American scene and some cross-cultural comparisons.

This semester we will be analyzing contemporary religious issues that relate to the Bible, science, gender, gay rights, and eschatology, as they are understood by the broader American culture.

**Class Schedule:** 12:15pm--1:30pm, Tuesday/Thursday, Holt Hall, Room 229

**Faculty:**

Dr. Jonathan M. Yeager, Leroy A. Martin Professor of Religious Studies

Office: Lupton Hall, 231F

Office Phone: 423-425-5629

Office Hours: T/Th, 8:30am-9:00am, 11:00am-12:00pm (other times, by appointment only)

Email: Jonathan-Yeager@utc.edu

**UTC Honor Code:** All work for this course is governed by the UTC Honor Code, and it is each student's responsibility to be familiar with this policy (see the *Student Handbook*). The Honor Code will be strictly enforced: academic dishonesty of any kind (cheating, plagiarism, etc.) will not be tolerated. Anyone discovered engaging in academically dishonest conduct will receive an automatic "F" for the course and/or have their case forwarded to the Honor Court.

**Required Texts:**

- *Five Views on Biblical Inerrancy* (Zondervan Academic, 2013)
- *Two Views on Women in Ministry* (Zondervan Academic, 2005)
- *Two Views on Homosexuality, the Bible, and the Church* (Zondervan Academic, 2016)
- *Do Christians, Muslims, and Jews Worship the Same God?* (Zondervan Academic, 2019)

- *Four Views on Hell* (Zondervan Academic, 2016)
- *Four Views on Salvation in a Pluralistic World* (Zondervan Academic, 1996)

### **Measurable Course Learning Outcomes (CLO):**

Upon successful completion of this course, the student will be able to:

1. Analyze various contemporary religious issues in the Christian tradition.
2. Describe various authors' points of view on contemporary religious issues.
3. Evaluate various authors' opinions on contemporary religious issues, determining strengths and weaknesses in their arguments.

### **Course Requirements:**

1. **Reading Questions** (1% for each class session's answers, 250 total points)  
For each class session, students will be required to read sections from one of the six required texts for this course. Students will provide written answers for all the questions that the professor has assigned for each of the readings from those texts, and will complete these answers within each session module folder before the start of class. Collectively, the questions for each of the 25 authors are worth 1% (note: the readings for Linda Belleville and Thomas Schreiner are broken into two parts, worth 5 points each), amounting to 250% of the student's final grade.

Each question must be fully answered in a complete paragraph (sometimes lengthier answers will be needed to answer the question fully). No late answers will be accepted after the due date for that class session reading has passed (CLO 1-2).

Students will be graded according to the following criteria for each answer:

9-10 pts – the student fully answered all the questions. The student's answers

were well developed, demonstrated a thorough grasp of the readings, and provided clear evidence of critical thinking (analysis, synthesis, evaluation, or application).

8-9 pts – the student adequately answered most questions, showed some development/understanding of the readings, and exhibited some evidence of critical thinking.

1-7 pts – the student inadequately answered one or more of their questions, showed nominal development/understanding of the reading, and demonstrated very little critical thinking.

0 pts – the student did not answer any of the questions.

2. **Assessment Papers** (10% for each x 6 = 600 points)  
For each book that you read for this course, you will write a paper that is between 1,000 and 1,200 words (12 point font, New Times Roman, double-

spaced, 1 inch margins) in which you will evaluate the strengths and weaknesses of each view, with a concluding opinion on which argument is the strongest. Each of the authors' views should be represented in the paper, highlighting the strengths and weaknesses for each view and explaining with evidence from the text (using parenthetical page citations) for why those particular views are strong or weak. Each student will conclude the paper with his or her own opinion on which argument is the strongest and why (CLO 1-3).

Papers will be assessed a 10% penalty for each day late.

**Evaluation for each paper will be based upon the following:**

**Style (25%)**

- Is the paper without spelling and grammatical errors?
- Is the paper without syntax errors?
- Does the paper reflect a college level of vocabulary?

**Structure (15%)**

- Are the transitions between paragraphs and sections clear?
- Is the paper logically oriented?

**Summary and Evaluation for Each View (40%)**

- Are each of the authors' views summarized?
- Are the strengths and weaknesses of each author's views properly analyzed?
- Does the student provide evidence and parenthetical page citations from the text?

**Concluding Opinion (20%)**

- Does the student present a strong opinion and evidence for one particular view?

**3. Group Book Discussion and Debate (15%, or 150 total points)**

Students will participate in a group that focuses on a particular contemporary religious issue. Each group will lead the class discussion and debate on that topic. Students will be graded individually on their knowledge of the topic, the strength of their argument, and how well they respond to questions from the professor and class. Further instructions on this assignment will be provided by the professor in class (CLO 1-3).

**Rubric for Book Discussion Debates:**

	<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Points</b>
<b>Knowledge</b>	The student's knowledge on a particular view is strong	70-75	60-69	50-59	0-49	
<b>Argument</b>	The student's argument for	70-75	60-69	50-59	0-49	

	a particular view is strong					
						Out of 150 points

4. **Attendance and Participation**

It is essential that you attend classes regularly and come prepared, having completed the readings and ready to participate in class discussion. You are allowed two skips without penalty. I will take attendance until five minutes after the hour. Students arriving after that time may be counted absent. For every absence in excess of two, your final grade will be reduced by 2%, or 20 points The only exceptions will be UTC-sponsored events (sports team away games, etc.) and COVID-19 protocol. I will take attendance until five minutes after the hour. Students arriving after that time will be counted absent.

**COVID-19 Absences**

Please go to the following link to view the UTC Spring 2022 Covid Absence Statement: <https://www.utc.edu/sites/default/files/2021-12/Covid%2019%20Absence%20Statement-Spring%202022-Final%20Version-Passed%2012.14.21.pdf>.

5. **Grading Scale**

900-1,000	A
800-899	B
700-799	C
600-699	D
Below 600	F

6. **Course Assignments and Values**

Reading Questions	25%
Assessment Papers	60%
Group Book Discussion and Debate	15%
	100%

**Tentative Schedule**

- 1/11 Introduction  
1/13 **Biblical Inerrancy**  
Albert Mohler, pp. 29-58  
  
1/18 **Biblical Inerrancy**  
Peter Enns, pp. 83-116  
1/20 **Biblical Inerrancy**  
Michael Bird, pp. 145-173

- 1/25 **Biblical Inerrancy**  
Kevin Vanhoozer, pp. 199-235
- 1/27 **Biblical Inerrancy**  
John Franke, pp. 259-287  
**Biblical Inerrancy Paper Due**
- 2/1 **Women in Ministry**  
Linda Belleville, pp. 19-51
- 2/3 **Women in Ministry**  
Linda Belleville, pp. 51-103
- 2/8 **Women in Ministry**  
Craig Keener, pp. 206-248
- 2/10 **Women in Ministry**  
  
Craig Blomberg, pp. 123-184
- 2/15 **Women in Ministry**  
Thomas Schreiner, pp. 263-288
- 2/17 **Women in Ministry**  
Thomas Schreiner, pp. 288-322  
**Women in Ministry Paper Due**
- 2/22 **Homosexuality and the Church**  
William Loader, pp. 17-48
- 2/24 **Homosexuality and the Church**  
Megan Defranza, pp. 69-101
- 3/1 **Homosexuality and the Church**  
Wesley Hill, pp. 124-147
- 3/3 **Homosexuality and the Church**  
Stephen Holmes, pp. 166-193  
**Homosexuality and the Church Paper Due**
- 3/8 **Christians, Muslims, and Jews**  
Andrew Schwartz and John Cobb, pp. 23-43
- 3/10 **Christians, Muslims, and Jews**  
Francis Beckwith, pp. 66-86
- 3/15 **Spring Break**
- 3/17 **Spring Break**
- 3/22 **Christians, Muslims, and Jews**  
Gerald McDermott, pp. 107-32

- 3/24 **Christians, Muslims, and Jews**  
Jerry Walls, pp. 160-81  
**Christians, Muslims, and Jews Paper Due**
- 3/29 **Hell**  
Denny Burk, pp. 17-43
- 3/31 **Hell**  
John Stackhouse, pp. 61-81
- 4/5 **Hell**  
Robin Parry, pp. 101-127
- 4/7 **Hell**  
Jerry Walls, pp. 145-73  
**Hell Paper Due**
- 4/12 **Pluralistic Salvation**  
John Hick, pp. 29-59
- 4/14 **Pluralistic Salvation**  
Clark Pinnock, pp. 95-123
- 4/19 **Pluralistic Salvation**  
Alister McGrath, pp. 151-180
- 4/21 **Pluralistic Salvation**  
Douglas Geivett and W. Gary Phillips, pp. 213-245  
**Pluralistic Salvation Paper Due**

**Holocaust and Genocide**  
**Spring, 2021**  
**REL 4840 23376**

**Zoom Synchronous Online, Technology Skills Required for Course:** ability to access and use university email, zoom, and UTCLearn

**Credit Hours: 3.0**

**Instructor:** Irven M. Resnick

**Email and Phone Number:** [Irven-Resnick@utc.edu](mailto:Irven-Resnick@utc.edu); 425-4446/4334

**Office Hours and Location:** by appointment; Lupton Library 231A. Office hours to be conducted on zoom

**Course Meeting Days, Times, and Location:** zoom synchronous delivery, T&TH 10:50-12:05 AM

**Course Catalog Description:** This course will undertake an examination of the Holocaust, viz. the state sponsored effort of the Nazi regime to destroy the Jewish people between 1933 and 1945. As an example of genocide, the Holocaust can be compared to similar events—for example, Turkish violence against the Armenians, ethnic cleansing in Bosnia-Herzegovina, the killing fields in Cambodia, tribal slaughter in Rwanda, the Sudan, etc. Yet the Holocaust provides a paradigm for our study principally because it is the best documented example of genocide. Despite Nazi efforts to conceal the progress of its program of death, there exist numerous government documents, private records, and eyewitness accounts. Thousands of depositions from perpetrators themselves were obtained by prosecutors at the War Crimes tribunal at Nuremberg, and new evidence continues to be uncovered to the present day. This course will, however, examine not only historical evidence but also literary and other artistic representations of the Holocaust in an effort to determine the impact and significance of the Holocaust for 21<sup>st</sup> century culture.

**Course Pre/Co Requisites:** No prerequisites

**Course Student Learning Outcomes:** To gain an understanding of the Holocaust and its impact upon religion and politics.

**Required Course Materials:** **Michael Berenbaum**, *The World Must Know. A History of the Holocaust as Told at the U.S. Holocaust Memorial Museum*, 2<sup>nd</sup> ed. (Johns Hopkins University Press, 2005) ISBN 9780801883583. Paperback **Deborah Lipstadt**, *Denying the Holocaust* (Penguin, 1994) ISBN 9780452272743. Paperback **Art Spiegelman**. *Maus I and II: Maus: A Survivor's Tale: My Father Bleeds History/Here My Troubles Began/Boxed*. (Penguin, 1993); ISBN: 9780679748403.

**Supplemental/Optional Course Materials:** Articles available in pdf on Blackboard. These will be indicated by an (R) before the author's name. They will be designated either as required readings or as recommended. Additionally, you may be directed to articles available on the Web.

**Technology Skills Required for Course:** ability to access and use university email, zoom, and UTCLearn



**Technology Support:** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

**Course Assessments and Requirements:** Each student will take two in-class examinations (each exam = 25% of final grade) plus a final exam (final = 25%). Exams may include essays, multiple choice, and short IDs. Regular attendance is expected. Attendance will also affect one's grade (10%). Last, a few unannounced short multiple-choice quizzes on your reading assignments will comprise the last 15% of your semester grade.

## Course Grading

**Course Grading Policy:** Grades will be weighted and expressed as a percentage of 100

**Instructor Grading and Feedback Response Time:** Grades will be posted on Canvas within a reasonable time—no more than one week after each exam.

## Course and Institutional Policies

**Late/Missing Work Policy:** Make-up exams will be given only if you have a legitimate excuse for missing the scheduled exam and if you contact me in advance of the test date or time.

**Student Conduct Policy:** UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

**Honor Code Pledge:** I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

**Course Attendance Policy:** I will take attendance, and your attendance grade will represent the percentage of class meetings you attend. **COVID Absences** Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions. Students **must notify the instructor of their absence by email within 48 hours, if possible**. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements. Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through UTCLearn**. If COVID-19 related illness results in any missed course work (face-to-face or online), students should **proactively**

**work with the instructor to plan make-up work.** It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process. If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations. If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's [Policies and Procedures for Student Complaints](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

**Course Participation/Contribution:** Classroom participation is ungraded but not unimportant for a successful classroom experience

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

[Click here to enter text.](#)

**Classroom Etiquette:** Please turn on video in zoom if your broadband connection permits. If not, notify the instructor.

**Course Calendar/Schedule:**

## **Class Topics**

### **January**

#### **Week 1**

19: Introduction

21: Is the Holocaust unique? Genocide and its Definition.

Read: Berenbaum, pp. xix-xxi; and (R)Yehuda Bauer, "The Place of the Holocaust in Contemporary History," in *Studies in Contemporary Judaism*. ed. Jonathan Frankel (Bloomington: Indiana University Press, 1984): 16-42.

Recommended Reading:

Frank Chalk, "Definitions of Genocide and Their Implications for Prediction and Prevention," in *Holocaust and Genocide Studies* 4/2(1989): 149-60.

Dirk Moses, "Raphael Lemkin, Culture, and the Concept of Genocide," in the *Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), pp. 19-41.

**Week 2**

26: Is the Holocaust unique? Genocide and its Definition. (continued)

Nicholas Kristof, "Is this Genocide?" *New York Times*, 12/15/2017,

<https://www.nytimes.com/2017/12/15/opinion/sunday/genocide-myanmar-rohingya-bangladesh.html>

"[Hereros] Germany's First Genocide", BBC News 10/12/2017

<http://www.bbc.com/news/av/world-africa-41596617/namibia-s-reparations-and-germany-s-first-genocide>

28: **Prelude to Destruction:** The Roots of Anti-Semitism in Antiquity and the early Middle Ages

Read: (R) Robert Bonfil, "The Devil and the Jews in the Christian Consciousness of the Middle Ages," in *Antisemitism through the Ages*, ed. Shmuel Almog (Oxford: Pergamon Press, 1988), pp. 91-98.

**Week 3**

**February**

2: The Persistence of medieval anti-Judaism into the Protestant Reformation.

4: The Nature of Modern Antisemitism and Nazi ideology.

Read: (R) Shmuel Ettinger, "The Origins of Modern Anti-Semitism," in *The Catastrophe of European Jewry*, pp. 3-39.

Recommended Reading:

"Savitri Devi: The mystical fascist being resurrected by the alt-right," BBC News 10/29/2017

<http://www.bbc.com/news/magazine-41757047>

**Week 4**

**February 9: Exam 1**

February 11: Jews in Modern Germany; And, Who was Adolf Hitler?

**Week 5**

16: The Jew in Modern Germany and the birth of the Weimar Republic

Read: Berenbaum, pp.2-33; (R) Adolph Hitler, selection from *Mein Kampf*, trans. Ralph Manheim (Boston: Houghton Mifflin Co., 1943): 284-308.

18: The Decline of Weimar and the Nazi Rise to Power.

Read: (R) Alan Bullock, *Hitler, a Study in Tyranny* (London: Odhams Press, 1952): 372-409

Recommended Reading:

Klaus Hildebrand, "Seizure of Power and *Gleichschaltung*, 1933-5," in *The Third Reich*, trans. P.S. Falla (London, Boston: Allan & Unwin, 1984): 3-14.

Eberhard Kolb, "The Disintegration and Destruction of the Republic, 1930-3," in *The Weimar Republic*, trans. P.S. Falla (London, Boston: Unwin, 1988): 96-126; 179-196

## **Week 6**

23: Who is a Jew? The Nuremberg Laws in Pre-War Germany. Read: (R) *Documents on the Holocaust: Selected Sources on the Destruction of the Jews of Germany and Austria, Poland, and the Soviet Union*, eds. Yitzhak Arad, Yisrael Gutman, and Abraham Margaliot, 4<sup>th</sup> ed. (Jerusalem: Yad Vashem, 1990): 78-80.

25: Political Uses of Terror. Economic Boycott to Concentration Camps. Read: Berenbaum, pp. 33-61

## **Week 7**

### **March**

2: The First Ghetto in Poland: Lodz

4: From Terror to Systematic Murder. The Origins of the "Final Solution"

Read: Berenbaum, pp. 64 –155; (R) Jan Gross, "Annals of War by Neighbors," *The New Yorker* (March 12, 2001)

Recommended reading:

"Auschwitz inmate's notes from hell finally revealed," BBC News 12/1/2017

<http://www.bbc.com/news/world-europe-42144186>

## **Week 8**

9: Auschwitz: Read: (R) T. Des Pres, *The Survivor* (pp. 51-147)

Recommended viewing: \*"The Suicide of a camp survivor: the case of Primo Levi." video 73, UTC library

### **March**

### **11: Exam 2**

## **Week 9**

16: The Churches and the Holocaust

Read: (R) Susannah Heschel, "When Jesus was an Aryan. The Protestant Church and Antisemitic Propaganda," in *In God's Name. Genocide and Religion in the Twentieth Century*, ed. Omer Bartov and Phyllis Mack (New York: Bergahn Books, 2000): 79-105;

18: The Churches and the Holocaust

Read: (R) Doris L. Bergen, "Between God and Hitler. German Military Chaplains and the Crimes of the Third Reich," in *In God's Name. Genocide and Religion in the Twentieth Century*, ed. Omer Bartov and Phyllis Mack (New York: Bergahn Books, 2000): 123-138.

## **Week 10**

23: America and the Holocaust.

25: Nazi Doctors and the Holocaust

Recommended Reading:

"Deadly Medicine: Creating the Master Race," US Holocaust Memorial Museum

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007063>

Moises Velasquez-Manoff, "What Doctors Should Ignore," *New York Times*, 12/8/2017

<https://www.nytimes.com/2017/12/08/opinion/sunday/should-medicine-discard-race.html>

## **Week 11**

### **March 29: Last Day to Drop Class with a W**

30: Resistance

Read: Berenbaum, pp. 158-222; (R) Yehuda Bauer, "Forms of Jewish Resistance during the Holocaust," pp. 137-155

Recommended Reading:

Israel Gutman, "Youth Movements in the Underground and the Ghetto Revolts," in *Jewish Resistance during the Holocaust* (Jerusalem: Yad Vashem, 1971): 260-283; and, Ruzka Korczak "Flames out of Ashes," in *The Massacre of European Jewry* (Kibbutz Merchavia, Israel: World Hashomer Hatzair, English Speaking Dept., 1963): 261-274.

"[Carl Lutz] The forgotten Swiss diplomat who rescued thousands from Holocaust," 1/4/2018, BBC News <http://www.bbc.com/news/world-europe-42400765>

## **April**

1: Resistance (continued)

Resource: <http://www.ushmm.org/wlc/article.php?ModuleId=10005188>

### **After the Holocaust**

## **Week 12**

6: Liberation: The DP Camp Experience.

Read: (R) Alfred Lipson, "Patton's DP Camps," in *Moment*, February, 1997, pp. 52-55; 88-89; 96-98.

Recommended reading: Raffi Berg, "The Holocaust: Who are the missing million?" BBC News 4/24/2017. <http://www.bbc.com/news/world-middle-east-39062221>

David Engel, "Patterns of Anti-Jewish Violence in Poland, 1944-1946," re: The Kielce Massacre (1946) in Poland  
[http://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%203128.pdf](http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203128.pdf)

8: DP Camps (continued)

## **Week 13**

13: *Maus*

Read: Spiegelman, *Maus I*

15: *Maus*

Read: Spiegelman, *Maus II: A Survivor's Tale*

## **Week 14**

20: It Cannot Be True! Deniers of the Holocaust

Read: Deborah Lipstadt, *Denying the Holocaust: The Assault upon Truth and Memory*, pp. 1-102.

(April 8, 2021: **Yom HaShoah/Holocaust Remembrance Day**)

22: It Cannot Be True! Deniers of the Holocaust

Read: Deborah Lipstadt, *Denying the Holocaust: The Assault upon Truth and Memory*, pp. 103-235.

**Week 15**

27: Reading Day

**Final Exam: Tuesday May 4 10:30-12:30 PM**

**APPENDIX B:**  
**Curriculum Maps with Learning Outcomes**  
**(as referenced in Chapter 1)**

### Philosophy Course Map

Program	Course	LO1	LO2	LO3	LO4	LO5
ENGL	1010	1	NA	1	NA	NA
PHIL	2110	1	NA	2	1	1
PHIL	2120	1	NA	2	2	1
PHIL	3110	2	NA	3	1	1
PHIL	3430	2	2	2	3	3
PHIL	3510	2	2	2	3	3
PHIL	3530	2	2	2	3	3
PHIL	4500	3	3	3	3	3
PHIL	4830	3	3	3	3	3
PHIL	4920	3	3	3	3	3
PHIL/REL	4994r	3	3	3	3	3
PHIL/REL	4995r	3	3	3	3	3

### Key

Learning Objective 1: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

Learning Objective 2: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

Learning Objective 3: Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

Learning Objective 4: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

Learning Objective 5: Students will be able to discuss contemporary philosophical/religious problems and their significance locally and globally.

### Coding

1=Students are introduced to this outcome

2=Students practice this outcome

3=Students demonstrate competency in this outcome



### Philosophy and Religion (combined track) Course Map

Program	Course	LO1	LO2	LO3	LO4	LO5
ENGL	1010	1	NA	1	NA	NA
PHIL	2120	1	NA	2	2	1
PHIL	3430	2	2	2	3	3
PHIL	3510	2	2	2	3	3
PHIL	3520	2	2	2	3	3
PHIL	3530	2	2	2	3	3
PHIL	4500	3	3	3	3	3
PHIL	4830	3	3	3	3	3
PHIL	4920	3	3	3	3	3
REL	1030	1	1	1	1	1
REL	1100	2	2	2	3	3
REL	2110	2	2	1	3	3

#### Key

Learning Objective 1: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

Learning Objective 2: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

Learning Objective 3: Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

Learning Objective 4: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

Learning Objective 5: Students will be able to discuss contemporary philosophical/religious problems and their significance locally and globally.

#### Coding

1=Students are introduced to this outcome

2=Students practice this outcome

3=Students demonstrate competency in this outcome

### Religion Course Map

Program	Course	LO1	LO2	LO3	LO4	LO5
ENGL	1010	1	NA	3	NA	NA
PHIL/REL	4994r	3	3	3	3	3
PHIL/REL	4995r	3	3	3	3	3
REL	1030	1	1	1	1	1
REL	1100	2	2	2	3	3
REL	2110	2	2	1	3	3
REL	3140	2	2	2	3	3
REL	3150	2	2	2	3	3
REL	3170	2	2	2	3	3
REL	3180	2	2	2	3	3
REL	3190	2	2	2	3	3
REL	3200	2	2	2	3	3
REL	3210	2	2	2	3	3
REL	3220	2	2	2	3	3
REL	3340	2	2	2	3	3
REL	3370	2	2	2	3	3
REL	3510	2	2	2	3	3
REL	3520	2	2	2	3	3
REL	3620	2	2	2	3	3
REL	3660	2	2	2	3	3
REL	3690	2	2	2	3	3
REL	4170	3	3	3	3	3
REL	4670	3	3	3	3	3
REL	4840	3	3	3	3	3
REL	4920r	3	3	3	3	3
REL	4930r	3	3	3	3	3

### Key

Learning Objective 1: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

Learning Objective 2: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

Learning Objective 3: Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

Learning Objective 4: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

Learning Objective 5: Students will be able to discuss contemporary philosophical/religious problems and their significance locally and globally.

### **Coding**

1=Students are introduced to this outcome

2=Students practice this outcome

3=Students demonstrate competency in this outcome

### “Philosophy: pre-law, ethics, and justice” Course Map

Program	Course	LO1	LO2	LO3	LO4	LO5
ENGL	1010	1	NA	1	NA	NA
PHIL	2110	1	NA	2	2	1
PHIL	2120	1	NA	2	2	1
PHIL	2210	1	NA	2	2	1
PHIL	2250	1	NA	2	2	1
PHIL	3110	2	NA	3	1	1
PHIL	3220	2	2	2	3	3
PHIL	3430	2	2	2	3	3
PHIL	3450	2	2	2	3	3
PHIL	3510	2	2	2	3	3
PHIL	3520	2	2	2	3	3
PHIL	3530	2	2	2	3	3
PHIL	4250	2	2	2	3	3
PHIL	4300	3	3	3	3	3
PHIL	4500	3	3	3	3	3
PHIL	4830	3	3	3	3	3
PHIL	4840	2	2	2	3	3
PHIL	4920	3	3	3	3	3
PHIL	4930	3	3	3	3	3
PSPS	3052	2	2	2	2	2
PSPS	3053	2	2	2	2	2
PSPS	3054	2	2	2	2	2
PSPS	3055	2	2	2	2	2
CLAS	3230	2	2	2	2	2

### Key

Learning Objective 1: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

Learning Objective 2: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

Learning Objective 3: Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

Learning Objective 4: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

Learning Objective 5: Students will be able to discuss contemporary philosophical/religious problems and their significance locally and globally.

**Coding**

1=Students are introduced to this outcome

2=Students practice this outcome

3=Students demonstrate competency in this outcome

**“Philosophy: pre-health, medicine, and illness” Course Map**

Program	Course	LO1	LO2	LO3	LO4	LO5
ENGL	1010	1	NA	1	NA	NA
PHIL	2110	1	NA	2	2	1
PHIL	2120	1	NA	2	2	1
PHIL	2210	1	NA	2	2	1
PHIL	2250	1	NA	2	2	1
PHIL	3110	2	NA	3	1	1
PHIL	3220	2	2	2	3	3
PHIL	3430	2	2	2	3	3
PHIL	3450	2	2	2	3	3
PHIL	3510	2	2	2	3	3
PHIL	3520	2	2	2	3	3
PHIL	3530	2	2	2	3	3
PHIL	4250	2	2	2	3	3
PHIL	4300	3	3	3	3	3
PHIL	4500	3	3	3	3	3
PHIL	4830	3	3	3	3	3
PHIL	4840	2	2	2	3	3
PHIL	4920	3	3	3	3	3
PHIL	4930	3	3	3	3	3
PHIL	4940	3	3	3	3	3

**Key**

Learning Objective 1: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.

Learning Objective 2: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

Learning Objective 3: Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.

Learning Objective 4: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

Learning Objective 5: Students will be able to discuss contemporary philosophical/religious problems and their significance locally and globally.

## **Coding**

1=Students are introduced to this outcome

2=Students practice this outcome

3=Students demonstrate competency in this outcome

**APPENDIX C:**  
**Assessment Reports**  
**(as referenced in Chapter 1)**



Assessment for Philosophy Goals #2 and #4 in Phil 3510: Ancient Greek and Roman Philosophy, Fall 2021

Report compiled by Ethan Mills  
Sept. 2022

**Assessment Data for Philosophy Outcome # 2**

**Outcome #2:** Organizational and Research Skills – Philosophy: Students will learn organizational and research skills in order to read and interpret scholarly materials, and to organize and present research data and results competently.

**Source of data:** Coursework from Phil. 3510, Fall 2021

**Assessment device:** Midterm Paper (see uploaded file)

**Goal:** At least 50% of students will receive at least 36 out of 40 points on the paper.

**Why this paper:** This assignment requires that students develop, research, and argue for a thesis statement of their own choosing about Plato's *Republic*, which is one of the central texts covered in this course. The research component of this assignment requires that students learn how to do the following: develop a promising research question, use library databases and other resources to find scholarly sources, read and interpret scholarly sources, effectively present their research findings in writing, and incorporate their research into their defense of their own thesis statement.

**Why this goal:** Students typically do well on this assignment. I offer this course every fall, and I have tinkered with the assignment over the years. I think a clear assignment and detailed rubric helps students to understand the objectives, although there is, of course, always room for improvement to make it clearer to the students.

**Results:** 21 out of 33 students, or 63.6%, received a score of 36 or better out of 40. Although data is unavailable for some years I taught the course (2014, 2015, 2016, 2018), a higher percentage of students met the goal of earning at least 90% of the points in 2021 than in the previous years for which I have data (2017, 2019, and 2020). (Note that in 2020 and 2021 the assignment was worth 40 points instead of 30 as it was in previous years). With regard to the research component in particular, since 2017 I have had either a class visit from our department's library liaison, Lane Wilkinson, or a research guide produced by Lane Wilkinson (in 2021 the class was 100% online asynchronous and so a guide was available). This has helped to introduce students to library resources. I also encourage students to visit the UTC Writing and Communication Center, either in person or online.

Of the students who did not receive a score of 36 or better out of 40, three common issues in terms of the rubric were, 1.) Failure to incorporate and successfully cite an adequate scholarly secondary source (in accordance with the research skills taught by the instructor and our library liaison), 2.) Inadequate evidence of learning course material (in particular students often have trouble incorporating the whole of Plato's *Republic* holistically into their argument rather than, say, a narrow passage taken out of its larger context, which relates to their ability to interpret scholarly materials and present their results competently; this also remains something even many of those students who met the target grade need to work on—Plato's *Republic* is a difficult and long text!), and, 3. Failure to include an objection and assessment of the objection (this is an important part of the assignment as it demonstrates students' abilities to think critically about their own argument, which demonstrates their ability to organize and present their own research results competently).

What I have been doing has been working well, but I will assess this assignment in the future to improve. I will revisit the rubric and the assignment to make my expectations clear to students; for instance, I will rework the rubric so it is more specific about expectations that by "good reasons" I do not necessarily mean that I agree with the student, but that I can see how their reasons provide support for their thesis statement.

#### **Assessment Data for Philosophy Outcome # 4**

Outcome #4: Influence in Philosophy: Students will know the significant historical figures and multiple perspectives that have influenced philosophy on a local and global basis.

**Source of data:** Coursework from Phil. 3510, Fall 2021

**Assessment device:** Quiz #5 (see uploaded file)

**Goal:** At least 60% of students will receive 5 out of 5 points on this quiz.

**Why this quiz:** This quiz focuses on the beginning of Plato's *Republic*, one of the central texts covered in this course. This quiz assesses students' basic comprehension of the text, especially on ideas presented in the *Republic* in the areas of ethics, political philosophy, metaphysics, and epistemology, ideas that have had tremendous historical influence on the course of Western and Islamic philosophical traditions over the last 2,300 years.

**Why this goal:** The quizzes in this course are meant to both assess students' understanding of the reading and to encourage them to keep up with the reading, which is an essential part of their learning in this course. In the 2020 and 2021 sections of this course, I tried a different format for the quizzes, which I had previously offered in person on paper. Since the 2020 and 2021 sections were offered as 100% online asynchronous courses, I changed the format of the quizzes from

previous years. First, quizzes were totally online. Second, there were more frequent quizzes with each quiz worth fewer points, which works better for online pedagogy.

**Results:** 26 out of 33 students, or 78.7%, received a score of 5 out of 5 on this quiz. This is about the same as the 2020 section of the course (in which 76.6% received a score of 5 out of 5). This is significantly better than students did in the in-person sections of the course (2014-2019; for example, in 2017 only 56% of students scored 8 out of 10 or better). However, I would be hesitant to compare the in-person and online quizzes for a few reasons: First, the quiz questions are themselves different and the online quizzes have fewer questions (5 instead of 10). Second, the online quizzes are by design and by necessity open book and open note quizzes, whereas the in-person quizzes were closed book and closed notes. Third, the online quizzes are more meant as an incentive to keep students on track with the reading; I now look at it as “quizzing to learn” rather than “learning to quiz” – quizzes are not the end of their assessment, but are meant to get students to read. I have come to see my previous quizzes as overly punitive and my pedagogy has become more focused on getting students to do the things that lead to real learning in philosophy: reading, writing, and discussion.

Of the students who did not achieve a score of 5 out of 5, some missed question 4, which was a question about a specific passage in the text. I intentionally worded the wrong answers closely to the right answer, designed to help them distinguish one of the “Socratic paradoxes” we had discussed in Plato’s *Crito* from the issue of whether anyone is just willingly in Book 2 of the *Republic*. The ability to make this distinction demonstrates students’ knowledge of Plato as a significant historical figure. Several students also missed question 5, which asks them to identify something the instructor says during the lecture video about the multiple perspectives about Plato’s *Republic*. This question allows students to demonstrate that they are learning from the lectures, which contain information about Plato’s historical global significance and the multiple perspectives on this text over the last 2,300 years in the Mediterranean world, Europe, the Islamic world, and beyond.

While the main assessment of students’ grasp of course content now takes place in online discussions and especially in the paper assignments, I still feel that quizzes designed to work with online pedagogy are an important part of encouraging students to do the things that lead to learning, which is how they meet Outcome #4 involving basic knowledge of figures and perspectives. However, there is always room for improvement, so I will work to more closely align each quiz question with Outcome #4; for instance, I will re-write question 1 to also include Plato’s extensive influence on both.

**Assessment of Outcomes #1 & #3**  
**PHIL 4910, Spring 2023**  
**Brian Ribeiro**

1. Outcome #1: “Students will be able to articulate complex ideas, theories, and arguments.”

**Relation of Means of Assessment to Outcome:** This assessment employs data from the scoring of the 6-8 page paper students write at the end of PHIL 4910, “The Philosophy of David Hume.” The paper required students to *articulate complex ideas, theories, and arguments* from Hume, and students were evaluated on how well they did that. That evaluation is represented in my grading rubric<sup>7</sup> by a category labeled “Accuracy in Presenting the Views of Others,” where students are scored 0-20 on how well they did in “correctly representing the ideas of others” and “demonstrating an accurate understanding” of all the ideas, theories, and arguments they discuss. So, the means of assessment were well tailored to the outcome.

**Criteria for Success:** There were 20 points possible in the “Accuracy” category of my rubric. My aim in this round of assessment was to have at least 66.7% of the class (2/3) achieve 16 out of 20 or better. This would mean essentially that at least 66.7% of students earned 80% or more of the available points. This is a somewhat ambitious goal, as the material is difficult (4000-level) material. To achieve this goal, I provided the class with an extensive set of daily handouts that explain the texts we read, as well as a detailed paper assignment (including the rubric to be used in grading their papers). I also offered—several times, both in class and by email—to meet with students as they worked on their papers.

**Assessment Data:** All 15 students submitted a paper. 13 out of 15 students, or 86.6%, met the goal. This exceeded the goal I set of 66.7%, and I am very pleased with the results this semester. I believe the daily handouts, detailed paper assignment, and opportunity to meet with students as they worked on their papers were effective in reaching the desired outcome. Therefore, I plan to continue my use of all those. Concerning the two students who did not meet the goal, I believe they might have benefitted from the opportunity to discuss their paper before submitting it. Neither of them came to meet with me. So I have a possible improvement in mind: see below.

**Going Forward/Improvements:** Despite meeting (and, indeed, exceeding) my stated goal of 80%, I may consider using in-class peer reviews to allow all students—not just those who come to meet with me—to identify and then correct possible misunderstandings of the material. This would usefully supplement the strategies I am already using.

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<sup>7</sup> My grading rubric is included here as Appendix A, the third page of this file.

3. Outcome #3: “Students will learn the skills of critical reasoning that will enable them to analyze texts, arguments, doctrines, theories, and ideas.”

**Relation of Means of Assessment to Outcome:** This assessment employs data from the scoring of the 6-8 page paper students write at the end of PHIL 4910, “The Philosophy of David Hume.” The paper required students to *analyze texts, arguments, etc.* from Hume, and students were evaluated on how well they did that. That evaluation is represented in my grading rubric by a category labeled “Strength of Your Own Argumentation,” where students are scored 0-30 on how well they did in defending their stated thesis: they must apply their critical reasoning to the Humean texts and arguments, and they must defend their own point of view in the debate(s) they discuss. So, the means of assessment were well tailored to the outcome.

**Criteria for Success:** There were 30 points possible in the “Strength” category of my rubric. My aim in this round of assessment was to have at least 66.7% of the class (2/3) achieve 24 out of 30 or better. This would mean essentially that at least 66.7% of students earned 80% or more of the available points. This is a somewhat ambitious goal, as the material is difficult (4000-level) material. To achieve this goal, I provided the class with an extensive set of daily handouts that explain the texts we read, as well as a detailed paper assignment (including the rubric to be used in grading their papers). I also offered—several times, both in class and by email—to meet with students as they worked on their papers.

**Assessment Data:** All 15 students submitted a paper. 11 out of 15 students, or 73.3%, met the goal. This exceeded my hopes for this goal. Concerning those students who failed to meet the goal, most of them simply failed to devote sufficient attention to expressing their own unique point of view and ideas. So I have a possible improvement in mind: see below.

**Going Forward/Improvements:** Going forward, the next time I offer this course, I plan to revisit the paper assignment’s language to see if I can better articulate how central the rubric’s final category is for student success. I may also record and post a short video on this, as I have done on other matters like “Choosing a topic” and “Should you use outside sources?”

## APPENDIX A

## PHIL 4910 - Paper Grading Rubric



### **The Basics** – 10 points

(= Is your writing acceptable college-level work with regard to spelling, grammar, punctuation, and so on? Also, is your writing *clear*, so that it can be fully and easily understood by the reader?)



### **Organization of the Writing** – 10 points

(= Does the paper develop/progress in a *clear and logical order*?)



### **Accuracy in Presenting the Views of Others** – 20 points

(= Do you demonstrate an *accurate understanding* of all the material you discuss? Good scholarship requires you to *correctly represent the ideas of others*.)



### **Adequate Coverage, including References to the Texts** – 30 points

(= Did you cite and discuss the ideas/positions/arguments found in one or more assigned class texts? Did you have an *adequate number of citations*? You probably need 8 or more reference citations in your paper to show real engagement. Whenever *quoting*, cite the relevant page(s). Also, *whenever summarizing/paraphrasing the ideas of others*, cite the relevant page(s).)



### **Strength of Your Own Argumentation** – 30 points

(= Did you *present* and then *persuasively defend* your own point of view [= your thesis] on the topic(s) you've written about in the paper? You must *add something of your own* to the debate!)



### **Final Score** – out of 100 points.

## Assessment Data for AY 2023-24

**Assessment Data for Religion Outcome 1:** “Articulate both orally and in writing: Students will be able to articulate complex ideas, theories, and arguments, both orally and in writing.”

- **Data:** I assessed this outcome in my course “Religions of the East” (REL 2110). For the oral assessment, in-class student discussion of prompts related to an activity on identifying Orientalism in a travel magazine advertisement. For the written assessment, student responses to an article on the theory and practice of Orientalism as part of a regular weekly assignment.
- **Assessment goals:** For the oral assessment my approach was to have students connect their learning about the theory of Orientalism to the specific strategies of representation of Muslim and non-Muslim women in a Conde Nast (a travel and leisure magazine) advertisement (see attachment). My goal for student success was for 80% (24 out of 30 students) to correctly and verbally apply at least two out of three main components of the theory to the image during an in-class activity.

For the written assessment my approach was to evaluate how accurately students could restate the theory of Orientalism in their own words as part of a response to an article discussing this theory. My goal for student success was for 80% (24 out of 30 students) to accurately rephrase at least two out of the three main components of the theory in their written response.

- **Rationale:** Orientalism is a concept that students learn and apply in several assignments in REL 2110. Orientalism is also a foundational theory of religion and society, as well as in post-colonial theory and in the study of the humanities. Student mastery of this theory is essential to being able to think critically about how Asian religions are represented in society, particularly in American popular culture.
- **Results:** Nineteen of the thirty students (63%) reached the oral assessment goal of verbally applying two out of the three theory components to an advertisement image. Twenty five of the thirty students (83%) reached the oral assessment goal of accurately restating two out of the three theory components in their weekly written response assignments.
- **Results Discussion and Improvement:** Nearly all students in the oral assessment did well in identifying how Asian religious figures in the advertisement were represented in ways that exaggerated their perceived negative cultural and religious difference. They tended to struggle with how to accurately interpret these choices of strategic representation. Accurately applying a newly learned theory to an image

can be a difficult task, especially in a media environment when visual representations are often taken for granted. The oral assessment was somewhat more challenging to conduct because many students hesitate to contribute to class discussion and learning. I think the written assessment was more successful for three main reasons: it was conducted after the in-class, oral assessment. The mechanism I used to test was rephrasing main ideas as compared to applying main ideas to new material. Also, students seem more confident in their writing skills compared to verbal skills.

To improve the oral assessment in the future I will do more to prepare students for in-class application of their learning of main ideas. I could offer more incentives for students to participate in the in-class application of this theory. I will consider making the verbal application part of the assessment a group activity and not an individual one. Even though the students met the assessment goal in the writing portion I will improve upon this assignment by raising the expectations from two to three accurate rephrasings of the main components of Orientalism.

**For context:**

1. Orientalism is the way that the West perceives of—and in that process defines—the East. It is practiced by academics, politicians, people in entertainment, etc.
2. Orientalism is an approach that represents the “East” as fundamentally different. That difference often defines the East as exotic, superstitious, backward, very spiritual, etc.
3. In the process of defining the East the West also defines itself, usually as superior, more progressive, more tolerant, more technologically advanced, etc.

**Image in Oral Assessment (Advertisement published in Conde Nast Traveler, 1990):**



## Assessment Data for AY 2023-24

Report by Jaclyn Michael

April 2024

**Assessment Data for Religion Outcome 5:** “Issues in Religious Studies: Students will be able to discuss contemporary local and international issues in religious studies.”

- **Data:** I assessed this outcome in my course “Religions of India” (REL 3200). The students were assigned to read a fictional novel about the event of Partition in August 1947, when British India was divided into independent India and Pakistan. This was a major event in not just in Indian religious life but in the lives of Indians living around the world. It continues to impact contemporary politics, religion, and culture in India and in the Indian diaspora. Students were tasked with reading the entire novel on their own, and writing an original essay discussing how the novel represents the relationship of the violence of Partition to religion (in particular, to being Hindu, Muslim, and Sikh). The essays were required to be at least 1200 to 1500 words, have a strong and arguable thesis statement, clear evidence from the novel that supports their thesis, and to discuss the significance of their thesis in terms of the broader study of religion and society.
- **Assessment goals:** I assessed for how thoroughly and accurately students discussed the key impacts of Partition on the major religious communities of India using data from their novel. My goal was for at least 80 % of students (12 out of 15) to identify and sufficiently elaborate on three major issues related to Partition in their essays. I also assessed for how competently students devised a thesis statement making an argument about the relationship between religion and violence as presented in the novel. My goal was that at least 80 % of students (12 out of 15) would develop sufficiently arguable thesis statements in their final draft submissions.
- **Rationale:** Being able to analyze a piece of fictional literature for what it may indicate about religious and social change is a key skill that students in humanities classes cultivate while in college. One of the main learning objectives for REL 3200 was that students would improve upon their skills in written and oral expression.
- **Results:** Eleven out of fifteen students (73%) sufficiently identified and elaborated on three major issues related to Partition in their essays. Ten out of fifteen students (66%) developed sufficiently arguable thesis statements in their final essay submissions. Three students did not turn in the essay assignment.
- **Results Discussion and Improvement:** For this project, I scaffolded earlier, low-stakes assignments that students turned in three weeks before the essay’s deadline. Some of them I graded as complete or incomplete, and that may have

contributed to a low engagement from many student submissions. Next time I may consider making each assignment worth a grade. I also took time out of class to allow students to conduct peer-reviews of each other's work. I did not require a substantial draft for this review, and instead allowed students to determine their draft on their own. Next time I may include more significant expectations for the in-class draft workshop. Lastly, I did link to UTC Writing Center resources on how to create an arguable thesis statement in the assignment module and took time in class to discuss this aspect of the project. In the future I will be more deliberate with helping students create strong thesis ideas through in-class activities and different grading incentives.

