

## **Measurable outcomes of a globally competent philosophy student who graduates from NAU**

Philosophy has two majors, *Philosophy* and *Philosophy, Politics and Law*. Both majors have the following outcomes.

1. Graduates will have skill at critical reflection on foundations of worldviews.
2. Graduates will have knowledge of globally conditioned, world-historical texts.
3. Graduates will have basic ability to communicate in a second language.

## **Strategies to realize outcomes 1 and 2**

### **PHI Major**

PHI 240 (Ancient Philosophy) and PHI 241 (Modern Philosophy) are required for every Philosophy Major. These courses teach and assess students' skill at critical reflection on foundations of worldviews as well as giving students knowledge of globally conditioned, world-historical texts. Instructors assess students' skills and knowledge through essay tests and papers.

### **PPL Major**

PHI 105 (Introduction to Ethics) and PHI 345W (Moral Foundations of Property and Markets) are required for every Philosophy, Politics and Law Major. These courses teach and assess students' skill at critical reflection on foundations of worldviews as well as giving students knowledge of globally conditioned, world-historical texts. Instructors assess students' skills and knowledge through essay tests and papers.

## **Strategy to realize outcome 3**

The Philosophy Department requires of every major, PHI and PPL, second language proficiency equivalent to 4 semesters of coursework. Philosophy coordinates with MODL to assess each student's proficiency.

## **Other courses in the majors that advance global learning**

With the exception of technical courses in logic and decision theory (103, 203, 223, 301, and 303), philosophy courses teach and assess students' skill at critical reflection on foundations of worldviews as well as giving students knowledge of globally-conditioned, world-historical texts. With the exception of PHI 100, instructors in these courses assess students' skills and knowledge through essay tests and papers.

The PPL major, in addition, requires students to take 6 units of history, either US, European, or World History.

## **Co-curricular activities available and recommended for majors**

Philosophy provides scholarships for study abroad. It recommends a practicum of some form for its PPL students. It gives credit for internships. Several courses have service-learning assignments. At present it staffs a coordinator for Philosophy in the Public Interest and the Richard Wood Professor of Philosophy, both of whom administer a variety of co-curricular activities.

## **Programmatic assessment**

The Philosophy Department ARC reviews PHI 105, 240, 241, and 345W each semester. The ARC reviews instructors, content, and assessment for these courses to ensure students are required to demonstrate skill at critical reflection and knowledge of globally conditioned, world-historical texts through essay tests and papers.

## **Global learning outcomes**

### **Philosophy**

#### **Global Engagement**

Students will gain an appreciation of the interconnectedness and interdependence of the human experience on a global scale. This includes, for example, the following issues:

- a. the implications of race, racism and ethnocentrism for transnational, human, and societal interaction. (\* Race and ethnicity, Ethnic Diversity and Rule of Law)
- b. the relationship among culture, language, community and environment. (\* Many philosophy courses)
- c. the role of deeper philosophical assumptions and commitments in giving shape to one's understanding of morality as well as one's sense of spirituality and religion, especially as these guide human actions and mediate human relationships—including the relationship between human beings and the natural world. (\* Many philosophy courses)
- d. the interconnectedness between and among political, cultural, personal and economic decisions and the natural world. (\* Political philosophy, Environmental ethics)
- e. how economic, social, and technological practices and cultural traditions impact climate and the environment. (\*Environmental ethics)
- f. how historical, political, religious and economic forces have shaped the current world system, the diverse world views that are part of the current world system, the intellectual and material histories of key ideas that give shape to those world views, and the source of global power inequalities and efforts to address them. (\* Many philosophy courses)
- g. the roles, possibilities and implications of diverse technologies on culture and the political economy. (\* 19<sup>th</sup> century philosophy [Marx, Hegel, etc.]

#### **Diversity**

Students will appreciate the ubiquity and necessity of diversity in its many manifestations, including cultural, ethnic, religious, linguistic and biological diversity. This includes, for example, the following issues:

- a. the scope of racial and ethnic diversity both in the US and globally. (\* Race and ethnicity, Ethnic Diversity and Rule of Law)
- b. in addition to race and ethnicity, gender, class, sexuality, religion, age, language and disability constitute key dimensions of diversity. (\*Race and ethnicity, Feminist Theory, Ethnic Diversity and Rule of Law)
- c. how ubiquitous racial and ethnic diversity is and how it intersects with other forms of diversity, such as gender, class, sexuality, religion, age, language and disability. (\*Race and ethnicity, Feminist Theory, Ethnic Diversity and Rule of Law)
- d. the relationship between diversity and survival on the planet. (\* Environmental Ethics)

- e. how the position we take on diversity can either strengthen human communities and sustain the natural environment, or lead to conflict and environmental degradation. (\*Race and ethnicity, Feminist Theory, Environmental Ethics, Ethnic Diversity and Rule of Law)
- f. the role of ethnocentrism and Eurocentrism in human and societal interaction (\*Modern Philosophy, 19<sup>th</sup> Century Philosophy, Contemporary Continental Philosophy).

### **Environmental Sustainability**

Students will appreciate what it means to use natural resources in ethical and responsible ways that maintain a sustainable environment. This includes, for example, the following issues:

- a. how culture determines how we construct the appropriate use of environmental resources. (\* Environmental Ethics)
- b. the connection between responsible engagement with the environment and global citizenship. (\* Environmental Ethics)
- c. the scientific basis of environmental sustainability. (\* Environmental Ethics, Philosophy of Science, Modern Philosophy [study the legitimacy and limits of the scientific method—as it is used in the natural and social sciences])
- d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons). (\* Environmental Ethics)
- e. the role of human interactions with the environment and its relation to the root causes of many global problems. (\* Environmental Ethics)

### **Self and Society**

Students will understand the self in terms of identity with community, society and the world. This includes, for example, the following issues:

- a. one's own worldview, cultures and histories (\* Many philosophy courses)
- b. the values, beliefs, ideas, and worldviews of others. (\* Many philosophy courses)
- c. oneself and one's role as a global citizen. (\* Many philosophy courses)
- d. personal responsibility for global issues, including those that have human rights implications. (\*Philosophy of Law, Ethnic Diversity and Rule of Law, Environmental Ethics)
- e. recognize how personal actions at the local level can impact global phenomena. (\* Many philosophy courses)
- f. examine the foundation of and understand the importance of pursuing 'the examined life.' (\* Many philosophy courses)

### **Transcultural and Translingual Competence**

Students will develop transcultural and translingual competence. This includes, for example, the following issues:

- a. the ability to read, speak and write at least one language other than one's own. (\* Logic—as central to understanding any language, and learning to reason using other languages)
- b. the ability to have successful interactions with people from cultures other than one's own. (\* Many philosophy courses)
- c. in depth knowledge of a culture other than one's own.
- d. the ability to communicate through the use of technology.
- e. how to reconcile/negotiate ambiguities that arise in interactions with others and in their engagement with a range of issues. (\* Many philosophy courses)

### **Additional Learning Outcomes**

- a. Students will understand the foundations and limits of different methods of inquiry, including the methods in the natural and social sciences, the formal sciences of mathematics and logic, as well as in the art and letters.
- b. Students will appreciate the differences in commitments and attitudes between pure and applied inquiry, and the interplay between the two.
- c. Students will appreciate the great diversity of ideas and values—and the many conflicts between these ideas and values—in the different societies and histories that are part of the Western cultural traditions.
- d. Students will appreciate the ideas and principles that are central to the growth and stability of a their *own* culture.
- e. Students will appreciate the ideas and principles that are central to the growth and stability of *other* cultures.
- f. Students will question, examine and appreciate the ideas and principles that may be central to the growth and stability of *any* culture.
- g. Students will understand the underlying principles of different methods of inquiry, that some have a more objective character, and that the legitimacy of the conclusions drawn on the basis of such methods of inquiry may or may not be relative to a particular culture.
- h. Students will understand the roots of the some of the diverse world views present in the histories of different cultures (\* Philosophies of the World)



## **Implementing the Global Learning Recommendations in Philosophy and PPL**

The Department of Philosophy has two major programs. The major in philosophy has been in place for many years, and the interdisciplinary major in philosophy, politics and law (PPL) was approved by the University Curriculum Committee in April of 2010. We formed two faculty teams to evaluate and make global learning recommendations for each of these programs. Neither of the major programs was developed with goals of global learning specifically in mind. As such, there are opportunities to incorporate global learning into the major programs in ways that will provide significant educational opportunities for the students in each program.

We identified a first set of courses in each major program that are the subject of our initial evaluation, recommendations and assessment. We will use these courses as models for potential revisions in the other courses offered in each major.

### 1) Philosophy major: (George Rudebusch and Julie Piering)

Phi 150: Philosophies of the World

Phi 351: Philosophy and Literature

Phi 355: Philosophy of Art

Phi 331: Environmental Ethics

Phi 343W: Contemporary Continental Philosophy

### 2) Philosophy, Politics and Law major: (Chris Griffin and Jeff Downard)

Phi 105: Introduction to Ethics

Phi 325: Topics in Ethics

Phi 347: Law and Philosophy

Phi 348: Ethnic Diversity and the Rule of Law

Phi 357: Political Philosophy

The process for reviewing the major programs:

- a. Reflect on the stated and unstated aims of the majors, and the relation of each to the aims of the liberal studies program. Clarify our understanding of how the values expressed in the Global Learning initiative can be made to best fit with the ends that give purpose to our majors programs and with Liberal Studies.
- b. Identify what we are already doing in the way of Global Learning in each major, examine potential shortcomings and develop ways to improve the curriculum design in each major.
- c. Collect all syllabi and examine the stated aims and learning outcomes. Send a questionnaire to the teachers of the classes to ask to what extent global learning and sustainability aims and outcomes are (and are not) incorporated into the courses--sometimes in unstated or understated ways.
- d. With the help of the Office of Academic Assessment, assess what we are currently doing.
- e. Formulate draft recommendations for changes in curricular design and implementation, co-curricular activities, and the like.

The first step in our review process has been to identify the strengths and weaknesses of both majors by studying what we currently do, and don't do, in the way of diversity, environmental sustainability, and global engagement. To be honest, it was less obvious to us what we, in philosophy, can do in the way of global learning than it might have been to faculty in other major programs. After all, we don't teach courses in the history of Persia, the religions of India, or the anthropology of the Incas. As such, we needed to think about the larger aims of our major programs and the way these aims fit with goals of the liberal studies program at NAU. Given the fact that we study and teach philosophy, our approach has been to try to develop a philosophical account of the goals of our own major program.

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Here are the principles governing the Liberal Studies program at NAU:

- I. to understand natural processes and the fragility of the earth's environment.
- II. to understand the world's peoples and their diversity.
- III. to understand the traditions and legacies that have created the dynamics and tensions that shape the world.
- IV. to understand the potential for and limitations of technology to enhance human and other life.
- V. to act upon the individual's responsibilities and connections to local, national, and global communities and environments.
- VI. to practice the habits of an examined or self-reflective life to facilitate ethical and responsible living.

At bottom, there are two things we try to accomplish in the curriculum design of our majors. First, students engage with the history of ideas, and they focus on the history of philosophical questions and various attempts to find reasonable answers to those questions. There are two courses that are core requirements for both majors: Ancient and Modern philosophy. In addition, we have courses in Medieval philosophy, as well as 19<sup>th</sup> and 20<sup>th</sup> century philosophy. Second, students study the main questions and problems that are central in the study of philosophy. These fit under the headings of epistemology, metaphysics, ethics, aesthetics and logic, and include a wide range of courses including the philosophy of science, physics, mind, politics, art literature, and religion.

In both kinds of courses—historical and problem based—one of the central aims is to the study the methods and limits of different kinds of inquiry in the natural sciences, social sciences, ethics, the arts, theology, and the like. Students examine the relationship between the deeper principles and assumptions that inform and guide these forms of inquiry and that give shape to and at times challenge our common sense understanding of who we are and how we ought to live. The systems of ideas we study in philosophy help students articulate the basic ideas and assumptions in larger world-views. Many of courses we teach focus on how the various conflicts in ideas--coming out of different societies and different points in history--have shaped the leading ideas in the evolving set of world-views that are characteristic of the history of Western cultures.

While it is true that many of the classes in the history of philosophy emphasize leading ideas in Western cultural traditions, there is a great stew of ideas in this tradition and many conflicts between positions. The intellectual conflicts represent ongoing efforts to articulate a wide range of possibilities. Exploring the wide range of alternatives enables students to examine some of the common features as well as the diversity of



ideas in different cultural traditions. Some classes--such as Philosophies of the World, do this directly.

The study of philosophy asks students to set their own assumptions on the table and to think from others' viewpoints. For example, in ethics students study the limits of the clusters of ideas surrounding the notion that all values are relative to a time and place, as well as the limits to the clusters of ideas that surround the notion that there may be universal standards in morality. Looking at the limits of these competing systems of ideas enables students to consider the principles and ideals that might be necessary to address both intellectual and material conflicts within and between societies--including conflicts between societies having very different cultural identities and histories--in a reasonable and peaceful manner. An examination of the ideas that give shape to different world-views enables students to reflect on and better understand some the guiding assumptions behind their own personal perspectives—as well as the very different viewpoints of others.

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Strategies: give students more guidance in understanding the diversity of ideas that give shape to different world-views. Be explicit about the fact that, in studying the history of philosophy, we often focus on ideas that have arisen in the societies that are part of Western cultures. Provide more of the social context of the philosophers whose texts the students are reading—they lived in Greece, Rome, Germany, France, Russia, England, Spain, Italy, etc. Supply the background needed for students to make the connections between the historical, religious and anthropological inquiries in courses offered by other departments.

Proposals:

- a) Revisions of curricular design and implementation.
- b) Develop ways to explain global learning goals to students in the description of the majors, in course syllabi and in-class discussions.
- c) Continue to develop course projects, including those on climate change in environmental ethics and human trafficking in the philosophy of law.
- d) Incorporate global learning themes into the mentoring program that gives undergraduate students the opportunity to give presentations and lead discussions on topics in philosophy at the local high schools.
- e) Develop service-learning projects, including one that will support a public interest group started by a philosophy major to protect the rights of immigrant in the Northern Arizona community.
- f) Offer scholarships that encourage global learning.
- g) Create two Learning Communities: "Pre-law" and "The Marketplace of Ideas": develop Global Learning co-curricular activities for both communities. Create a speakers series and schedule faculty lunches as opportunities to engage with students on these themes outside of the classroom.
- h) Invite speakers for the Wood distinguished speaker series who address global issues.
- i) Global perspectives in some percentage of the core course requirements in the major, e.g. PHI ethics courses designed to deal with universal human concerns, using historical texts conditioned by the global experience.
- j) International research experience into the major with no loss of degree progress to graduation: PHI major *permits* study abroad; PPL *encourages*

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- k) Assignments that are for audiences broader than the teacher: PHI 331/H Environmental Phil (community action projects), PHI 408 Field work (Philosophy in high school project).
- l) Majors show facility in a language other than English.
- m) Allow students choices within a curriculum or single course to pursue globalizing learning activities (in design of term papers, etc.).
- n) Global guest speakers: E.g. in recent years Brazil, Germany, Belgium
- o) Visiting scholars in dept when possible: in the planning stage are Germany, Brazil, Africa.
- p) Community-based learning experiences: Philosophy in the schools
- q) Support faculty in taking advantage of international teaching/research opportunities: One possible use of Nealy funds
- r) Hire faculty (when possible) with a commitment to teaching from a global perspective: PHI line request 2010
- s) Adding courses that deal with the global dimensions, opportunities and challenges of the discipline: PHI 150 newly in place, Law and Diversity to be submitted AY 11
- t) Nealy fund for recruiting honors/PPL: expenses paid summer abroad for PPL Juniors
- u) Develop bilateral exchanges and work with bilateral institutions

References: *The School of Freedom: A Liberal Education Reader from Plato to the Present Day*, Marc Sidwell and Anthony O'Hear, eds.; *The Voice of Liberal Learning*, Michael Oakeshott; *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, Martha C. Nussbaum