

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-015-190

PHL 3540 – The Philosophy and Science of Implicit Bias - NEW

General Education Committee

Date: 10/31/2019

Executive Committee
Received and Forwarded

Date: 02/12/2020

Academic Senate

Date: 03/25/2020
First Reading
04/15/2020
Second Reading

TITLE OF REFERRAL: PHL 3540 – The Philosophy and Science of Implicit Bias

BACKGROUND:

This is a new general education course proposed for GE Sub-Area C3 & D4.

RESOURCES CONSULTED:

Office of Academic Programs, Felicia Thomas-Chair of Psychology, Sandy Dixon-Chair of EWS

DISCUSSION:

This is a new GE course proposed for Area C3 & D4. In its evaluation of the course, the GE Committee found that it meets the requirements of GE Areas C3 & D4 SLOs.

RECOMMENDATION:

The GE Committee recommends approval of PHL 3540 – The Philosophy and Science of Implicit Bias.

Curriculog printout provided for reference only. For latest information refer to Curriculog database

PHL - 3540 - The Philosophy and Science of Implicit Bias

C. Course - New/Modify General Education

General Catalog Information

Department*

Philosophy

Proposal Type*

New GE Course Modify GE Course

Modification Summary

Establish or Modify
Articulation
Agreement*

Yes No

Subject Area*

PHL

Catalog Number* 3540

Formal Course Title* The Philosophy and Science of Implicit Bias

Abbreviated Course
Title* Phil & Sci of Implicit Bias

Unit(s)*

(3)

C/S Classification *

C-02 (Lecture Discussion)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Lecture

Contact Hour(s) 3

Instruction Mode(s)*

Face-to-Face

Grading Basis*

Graded Only

Repeat for Credit*
Repeat for Credit Limit
When Offered
Cross Listed Course

If course may be repeated for credit, total units applicable to degree and max units per semester.

Dual Listed Course Subject Area and Catalog Nbr

Major Course
Service Course (used in other programs)
GE Course

Course Category (select all that apply)*



None of the above

GE Area/Subarea*

C3 D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Examination of central theoretical, empirical, moral, and political questions regarding implicit bias and stereotype threat. Indirect measures of beliefs, feelings, and motivations; consciousness, automaticity, and self-knowledge; the psychological nature of bias, prejudice, and stereotyping; moral responsibility for and rationality of unconscious processes; structural approaches to discrimination, inequality, and social justice; role of implicit bias in criminal justice, education, business, and healthcare; debiasing individuals and institutions; psychology's replication crisis and empirically informed skepticism about implicit bias. Application to students' lived experiences. A range of texts and sources from the humanities and social sciences. Lecture and discussion.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s) (leave blank if none)

Completion of GE Area A, subareas C1, C2, and two of D1, D2, or D3.

Corequisite(s) (leave blank if none)

Pre or Corequisite(s) (leave blank if none)

Concurrent (leave blank if none)

III. Course Note(s) (OPTIONAL)

Note(s)

IV. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

By the conclusion of the course, students should be able to

1. Understand how diverse fields (including philosophy, social and cognitive psychology, sociology, history, law, investigative journalism, and narratives from film, literature, and podcasts) contribute to our knowledge of prejudice, discrimination, and inequality.
2. Become familiar with competing theories of implicit bias and stereotype threat.
3. Consider whether and how individuals are responsible for combating implicit bias.
4. Critically evaluate competing conceptions of the relationship between individual biases and unjust social structures.
5. Analyze the ethical implications and feasibility of various proposals for reducing implicit bias, discrimination, and inequality.
6. Consider empirical and political grounds for skepticism about implicit bias, including the replication crisis facing nearly all contemporary sciences.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

The Philosophy Department has the following learning outcomes for its programs:

Skills in Reasoning: ability to identify theses in other's work and one's own; identify and evaluate reasons relevant to theses; identify and evaluate background concepts, distinction, and assumptions; identify and evaluate objections; charity in interpreting others' positions.

Skills in Written and Oral Presentation: Clarity in overall organization of ideas; clarity at sentence/paragraph level of expression.

Skills in Research: Ability to distinguish between reliable and unreliable sources; ability to work with major research resources in philosophy; ability to work with library resources.

Breadth of Content: Familiarity with development of historical Western tradition; familiarity with various branches of philosophical investigation; familiarity with critical analyses of Western tradition; familiarity with variety of philosophical traditions or approaches.

Depth of Content: Ability to make connections across branches of philosophical investigation; proficiency with major primary sources; ability to produce creative work.

Departmental courses *Introduce, Develop, or Master* these outcomes:

PHL Dept Learning Outcomes	Expected Course Outcome
Skills in Reasoning	Develop
Skills in Written and Oral Presentation	Develop
Skills in Research	Develop
Breadth of Content	Develop
Depth of Content	Develop

Explain how the course meets the description of the GESubArea(s).**Please select appropriate outcomes according to the GE Area/SLO mapping. ***Justification for GE synthesis:

The proposed course will require students to synthesize the substantive and methodological knowledge they acquire in lower division humanities and social science GE, including areas C2 (Philosophy and Civilization), C3 (Literature and Foreign Languages), D1 (U.S. History, Constitution, American Ideals), D2 (History, Economics, and Political Science), and D3 (Sociology, Anthropology, Ethnic, and Gender Studies). In order to achieve the above learning outcomes, they must apply skills of textual, logical, and conceptual analysis acquired in areas C2 and C3; the fluency with diverse perspectives, backgrounds, and social groups and interpersonal and intergroup relations acquired in areas C3 and D3; and the awareness of major American historical trends and governmental features acquired in areas D1 and D2.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

	Understand how diverse fields (including philosophy, social and cognitive psychology, sociology, history, law, investigative journalism, and narratives from film, literature, and podcasts) contribute to our knowledge of prejudice, discrimination, and inequality.	Become familiar with competing theories of implicit bias and stereotype threat.	Consider whether and how individuals are responsible for combating implicit bias.	Critically evaluate competing conceptions of the relationship between individual biases and unjust social structures.	Analyze the ethical implications and feasibility of various proposals for reducing implicit bias, discrimination, and inequality.	Consider empirical and political grounds for skepticism about implicit bias, including the replication crisis facing nearly all contemporary sciences
Ia			x	X	X	X
Ib			x	X	X	X
Ic	x	x	X	X	X	X
Id	x		X	X	X	X
2b	x	x	X	X	X	X
2d	x	x	X	X	X	X
3a	x			X	X	
3b	x	x	x	x	x	X\

1a. Write effectively for various audiences

Students will have two major writing assignments and weekly homework-response writing assignments to demonstrate their understanding of implicit bias, stereotype threat, and their social, personal, ethical, epistemic, and political implications.

1b. Speak effectively to various audiences

Students will speak during open-ended class discussion, in smaller group discussions, in in-class debates, as well as to explain their final project in front of their classmates. Students will need to speak effectively about all the COs listed above.

1c. Find, evaluate, use, and share information effectively and ethically

Students will need to cite their sources properly. Students will be evaluated on their ability to find, evaluate, use, and share material on implicit bias effectively and ethically. This includes information from philosophy, social and cognitive psychology, sociology, history, law, investigative journalism, and

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion

Students will use written and spoken word to defend views about implicit bias and stereotype threat on the basis of the empirical evidence. Students will have to defend their views in logically rigorous and clear terms.

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will analyze and explain, in written and spoken words, major philosophical works related to implicit bias and stereotype threat.

IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will integrate concepts, examples, and theories of implicit bias and stereotype threat from philosophy, social and cognitive psychology, sociology, history, law, investigative journalism, and narratives from film, literature, and podcasts. In written and spoken work, they will need to identify philosophical problems, empirical questions, and go beyond class discussion.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will critically evaluate competing conceptions of the relationship between individual biases and unjust social structures, including the historical development of diverse communities, especially within the United States, Europe, and Latin America.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Students will engage with the political and institutional challenges surrounding several of the major social issues of our time, including implicit bias and stereotype threat. Students will consider different methods for understanding and addressing these problems, as well as the role that different value systems (such as egalitarianism, authoritarianism, individualism, and other ideologies) play into the formation and reduction of prejudice.

IVb. Demonstrate activities, techniques or behaviors that promote intellectual or cultural growth.

In addition to their major writing assignments, students' final project will require them to effect change outside the classroom, in the broader community, which will demonstrably promote both their intellectual and cultural growth.

General Education Outcomes***Ib. Speak effectively to various audiences.****IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.****IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.****Ia. Write effectively for various audiences****Ic. Find, evaluate, use, and share information effectively and ethically.****IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.****IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.****Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

Lecture, student-directed discussion of primary sources, in-class guest lectures, in-class debates

PRIMARY TEXTS & COURSE MATERIALS

Beeghly, Erin, and Alex Madva, eds., *An Introduction to Implicit Bias: Knowledge, Justice, and the Social Mind* (Routledge, In Preparation)

Brownstein, Michael, and Jennifer Saul, eds., *Implicit Bias and Philosophy, Volume 1: Metaphysics and Epistemology* (Oxford, New York: Oxford University Press, 2016)

Brownstein, Michael, and Jennifer Saul, eds., *Implicit Bias and Philosophy, Volume 2: Moral Responsibility, Structural Injustice, and Ethics* (Oxford, New York: Oxford University Press, 2016)

Anderson, Elizabeth, 'Epistemic Justice as a Virtue of Social Institutions', *Social Epistemology*, 26 (2012), 163–173

Ayala-López, Saray, 'A Structural Explanation of Injustice in Conversations: It's about Norms', *Pacific Philosophical Quarterly*, Forthcoming

Banks, Ralph R. and Richard T. Ford, 'Does Unconscious Bias Matter?', *Poverty & Race*, 20 (2011), 1–2

Beeghly, Erin, 'What Is a Stereotype? What Is Stereotyping?', *Hypatia*, 30 (2015), 675–91 <<https://doi.org/10.1111/hypa.12170>>

Blair, Irene V., Nilanjana Dasgupta, and Jack Glaser, 'Implicit Attitudes.', in *APA Handbook of Personality and Social Psychology, Volume 1: Attitudes and Social Cognition.*, ed. by Mario Mikulincer, Phillip R. Shaver, Eugene Borgida, and John A. Bargh (Washington: American Psychological Association, 2015), pp. 665–91 <<http://content.apa.org/books/14341-021>>

Bloom, Paul, *Can Prejudice Ever Be a Good Thing?*, TED <https://www.ted.com/talks/paul_bloom_can_prejudice_ever_be_a_good_thing>

Brownstein, Michael, 'Context and the Ethics of Implicit Bias', in *Implicit Bias and Philosophy, Volume 2*, ed. by Michael Brownstein and Jennifer Saul (Oxford University Press, 2016), pp. 215–34 <<https://doi.org/10.1093/acprof:oso/9780198766179.003.0010>>

———, 'Implicit Bias', in *The Stanford Encyclopedia of Philosophy*, ed. by Edward N. Zalta, Spring 2017 (Metaphysics Research Lab, Stanford University, 2017) <<https://plato.stanford.edu/archives/spr2017/entries/implicit-bias/>>

Brownstein, Michael, Alex Madva, and Bertram Gawronski, 'Understanding Implicit Bias: How the Critics Miss the Point', under review

Devine, P.G., P.S. Forscher, A.J. Austin, and W.T. Cox, 'Long-Term Reduction in Implicit Race Bias: A Prejudice Habit-Breaking Intervention', *Journal of Experimental Social Psychology*, 2012

Dixon, John, Mark Levine, Steve Reicher, and Kevin Durrheim, 'Beyond Prejudice: Are Negative Evaluations the Problem and Is Getting Us to Like One Another More the Solution?', *Behavioral and Brain Sciences*, 35 (2012), 411–425

Dominus, Susan, 'When the Revolution Came for Amy Cuddy', *The New York Times*, 18 October 2017, section Magazine <<https://www.nytimes.com/2017/10/18/magazine/when-the-revolution-came-for-amy-cuddy.html>>

- Gendler, Tamar Szabó, 'Alief and Belief', *The Journal of Philosophy*, 105 (2008), 634–63
- , 'Alief in Action (and Reaction)', *Mind & Language*, 23 (2008), 552–85 <<https://doi.org/10.1111/j.1468-0017.2008.00352.x>>
- , 'On the Epistemic Costs of Implicit Bias', *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, 156 (2011), 33–63
- Goldhill, Olivia, 'The World Is Relying on a Flawed Psychological Test to Fight Racism', *Quartz*, 3 December 2017 <<https://qz.com/1144504/the-world-is-relying-on-a-flawed-psychological-test-to-fight-racism/>>
- Haslanger, Sally, 'Social Structure, Narrative, and Explanation', *Canadian Journal of Philosophy*, 45 (2015), 1–15
- Holroyd, J., 'Taking Responsibility for Bias.', in *Special Edition of Journal of Social Philosophy*, ed. by M. Crouch and L. Schwartzman, 3, 2012, xliii, 274–306
- Kelly, D., L. Faucher, and E. and Machery, 'Getting Rid of Racism: Assessing Three Proposals in Light of Psychological Evidence', *Journal of Social Philosophy*, 41 (2010), 293–322
- Kelly, D., and E. and Roedder, 'Racial Cognition and The Ethics of Implicit Bias', *Philosophy Compass*, 3 (2008), 522–540
- Lawrence, Charles R., III, 'The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism', *Stanford Law Review*, 39 (1987), 317–88 <<https://doi.org/10.2307/1228797>>
- Levy, Neil, 'Implicit Bias and Moral Responsibility: Probing the Data.', *Philosophy and Phenomenological Research*, 94 (2017), 3–26 <<https://doi.org/10.1111/phpr.12352>>
- Madva, Alex, 'A Plea for Anti-Anti-Individualism: How Oversimple Psychology Misleads Social Policy', *Ergo, an Open Access Journal of Philosophy*, 3 (2016), 701–28 <<https://doi.org/10.3998/ergo.12405314.0003.027>>
- , 'Biased against Debiasing: On the Role of (Institutionally Sponsored) Self-Transformation in the Struggle against Prejudice', *Ergo, an Open Access Journal of Philosophy*, 4 (2017), 145–79 <<https://doi.org/http://dx.doi.org/10.3998/ergo.12405314.0004.006>>
- , 'Implicit Bias, Moods, and Moral Responsibility', *Pacific Philosophical Quarterly*, 99 (2018), 53–78 <<https://doi.org/10.1111/papq.12212>>
- , 'Virtue, Social Knowledge, and Implicit Bias', in *Implicit Bias and Philosophy: Metaphysics and Epistemology: Volume 1*, ed. by Michael Brownstein and Jennifer Saul (Oxford: Oxford University Press, 2016), pp. 191–215 <<http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780198713241.001.0001/acprof-9780198713241-chapter-8>>
- Moskowitz, Gordon B., 'On the Control over Stereotype Activation and Stereotype Inhibition', *Social and Personality Psychology Compass*, 4 (2010), 140–158
- Nordell, Jessica, 'Is This How Discrimination Ends?', *The Atlantic*, 7 May 2017 <<https://www.theatlantic.com/science/archive/2017/05/unconscious-bias-training/525405/>>
- Saul, Jennifer, '(How) Should We Tell Implicit Bias Stories?', *Disputatio*, Forthcoming <https://www.academia.edu/30650826/_How_Should_We_Tell_Implicit_Bias_Stories_.docx>
- , 'Scepticism and Implicit Bias', *Disputatio*, 5 (2013)

Judgment and Dispositional Belief', *Pacific Philosophical Quarterly*, 91 (2010), 531–53
<<https://doi.org/10.1111/j.1468-0114.2010.01381.x>>

Singal, Jesse, Jesse Singal on The problems with implicit bias tests, 2017
<<http://rationallyspeakingpodcast.org/show/rs-192-jesse-singal-on-the-problems-with-implicit-bias-tests.html>>

———, 'Psychology's Favorite Tool for Measuring Racism Isn't Up to the Job', *Science of Us, New York Magazine*, 11 January 2017 <<http://nymag.com/scienceofus/2017/01/psychology-s-racism-measuring-tool-isnt-up-to-the-job.html>>

Soffen, Kim, 'In One Corner of the Law, Minorities and Women Are Often Valued Less', *Washington Post*, 2016 <<https://www.washingtonpost.com/graphics/business/wonk/settlements/>>

Valian, Virginia, *Why So Slow? The Advancement of Women* (MIT Press, 1998)

Vezzali, Loris, Sofia Stathi, Dino Giovannini, Dora Capozza, and Elena Trifiletti, 'The Greatest Magic of Harry Potter: Reducing Prejudice: Harry Potter and Attitudes toward Stigmatized Groups', *Journal of Applied Social Psychology*, 45 (2015), 105–21 <<https://doi.org/10.1111/jasp.12279>>

Washington, N.T., and D. and Kelly, 'Who's Responsible for This? Moral Responsibility, Externalism, and Knowledge about Implicit Bias', in *Implicit Bias & Philosophy: Volume 2: Responsibility, Structural Injustice, and Ethics*, ed. by M. and Saul Brownstein and J. (Oxford: Oxford University Press, 2016)

Wilkins, Pamela A, 'Confronting the Invisible Witness: The Use of Narrative to Neutralize Capital Jurors' Implicit Racial Biases', *West Virginia Law Review*, 115 (2012), 305–62

Zheng, Robin, 'Attributability, Accountability, and Implicit Bias', in *Implicit Bias & Philosophy: Volume 2: Responsibility, Structural Injustice, and Ethics*, ed. by M. and Saul Brownstein and J. (Oxford: Oxford University Press, 2016)

———, 'Bias, Structure, and Injustice: A Reply to Haslanger', *Feminist Philosophy Quarterly*, 4 (2018), 1–30 <<https://doi.org/10.5206/fpq/2018.1.4>>

SUPPLEMENTARY SOURCES

Adler, Simon, and Amanda Aronczyk, 'Stereothreat', *Radiolab* (WNYC Studios, 2017)
<<https://www.wnycstudios.org/story/stereothreat>>

Nussbaum, Dave, and Claude M. Steele, 'Claude Steele's Comment on a Quote in Radiolab's Recent Program on Stereotype Threat', *Medium*, 2017 <<https://medium.com/@davenuss79/claude-steeles-comment-on-a-quote-in-radiolab-s-recent-program-on-stereotype-threat-e67a55aaae94>>

Rankine, Claudia, *Citizen: An American Lyric* (Graywolf Press, 2014)

Vedantam, Shankar, and Maggie Penman, 'When Great Minds Think Unalike: Inside Science's "Replication Crisis"', *Hidden Brain* (NPR, 2016) <<https://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis>>

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials* Assigned readings, note taking materials, Internet access, access to computer.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities* 'Smart' classroom, whiteboard or chalkboard, suitable for 20-50 students. University library

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline* Course Outline

1. Introduction to and competing psychometric approaches and psychosocial theories of explicit and implicit prejudice, stereotyping, discrimination, and stereotype threat
2. Epistemological challenges to self-knowledge in light of the empirical evidence.
3. Conflicts between fairness and accuracy in social cognition
4. Criticisms of implicit bias research as excessively individualistic and unconcerned with social, environmental, institutional, and structural factors
5. Concrete strategies for reducing bias in individuals and institutions
6. Individual moral responsibility for implicit bias and social change
7. Empirically grounded skepticism about implicit bias research
8. The replication crisis and other challenges facing contemporary science

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods* Lecture, student-directed discussion of primary sources, in-class guest lectures, in-class debates

X. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

1. Reading quizzes at the beginning of every class
2. Weekly reading response homework assignments
3. Two major writing assignments
4. Final project. Individual or in groups. Options: creative debiasing project (website, fictional media, video game, board game), experimental research, Wikipedia editing, or application of course topics in communities outside the classroom, such as awareness-raising events or community service.
5. Final project presentation.

Describe the required meaningful writing assignments to be included. *

In the two major writing assignments for this course, students must reflect upon and analyze ideas and concepts, and the interrelations of these concepts, from course assignments and class discussion. These papers put a special emphasis on thinking through the social, personal, and political implications of empirical research on implicit bias and abstract philosophical scholarship on cognition and action. For each of the assignments, students have roughly five paper topics to choose from. Abstracts of the paper topics include:

- Jennifer Saul argues that research on implicit bias gives us good reason to doubt our knowledge-seeking abilities. Summarize one of her arguments in your own words, raise what you take to be the strongest objection to her view, and consider how she might reply.
- Some scholars argue that research on implicit bias highlights a dilemma between knowledge and ethics. Summarize the dilemma in your own words, and pick a side. Raise what you take to be the strongest objection to your view and the best possible reply to this objection.
- Evaluate Luvelle Anderson’s account of, and argument for, the distinctions between racist, racially insensitive, and merely racial humor.
- What makes stereotyping wrong?
- When, if ever, are individuals morally responsible for their implicit biases?
- Are descriptive, psychological, or metaphysical questions about the nature of implicit bias relevant for answering prescriptive, normative questions about implicit bias?
- Are philosophical (or psychological) discussions of implicit bias too individualistic? Do they fail to appreciate the underlying structural factors driving inequality and injustice?

The rubric for the two major writing assignments is below. In addition to feedback from the rubric, students also receive qualitative feedback in the form of a summary of the best aspects of the paper and where there’s most room for improvement, as well as various “bubble” comments on the paper itself. All grading is done digitally through TurnItIn on Blackboard.

Criteria	Exceptional 100%	Good 85%	Satisfactory 75%	Needs Work 65%	Please See Me ASAP 55%
Understanding 30%	<p>You demonstrate an excellent grasp of the material, articulate key points in your own words, and go beyond class discussion and assignments. This may include accurately and charitably interpreting alternative positions or raising powerful objections.</p> <p>If you use any direct quotations, it's clear that you understand what these quotations mean and use them appropriately to advance your argument.</p>	<p>You demonstrate a strong grasp of the material, mostly articulate the key points in your own words, and go beyond class discussion and assignments. This may include accurately and charitably interpreting alternative positions or raising powerful objections.</p>	<p>You demonstrate an adequate grasp of the material. You make some points in your own words without relying too heavily on direct quotations. There may be some misinterpretations, mistakes, or uncharitable portrayals of alternative positions.</p>	<p>Your paper does not demonstrate an adequate grasp of the material. You either rely too heavily on direct quotations or you misinterpret key points or portray alternative positions in inaccurate and uncharitable terms.</p>	<p>Please see me as soon as possible about your grasp of the material and your ability to convey your knowledge to your reader</p>
	You articulate a clear,		Your paper has an	Your paper	I cannot tell

			be improved either by being clearer, or by being more specific, or by being more creative	statement but your thesis statement does not articulate a clear claim for your paper to defend	Please see me as soon as possible about expectations for thesis statements goin forward.
Argument 25%	<p>You offer excellent reasons and arguments in defense of your thesis.</p> <p>Many paper assignments require you to 1) raise the most powerful objection to your view and 2) give the best possible reply to that objection, and you do an excellent job on both 1 and 2.</p>	You offer good reasons and arguments in defense of your thesis	You offer some reasons in defense of your thesis but there is room for improvement in the clarity and persuasiveness of the reasons you give	It is difficult for your reader to understand how the points you make in your paper provide reasons for your thesis	<p>You do not seem to offer your reader reasons to endorse the paper's central claim. You discuss a number of different issues but they do not connect t a thesis statement.</p> <p>Please see me a soon as possible</p>
Clarity and Structure 20%	<p>Your writing is clear. The transitions between your sentences and paragraphs are intuitive and easy for your reader to follow. The overall structure of your paper is clear and well-organized.</p> <p>Your intro paragraph clearly sets up the structure of the paper (not just by saying "I will consider an objection" but by alluding specifically but briefly to the kind of objection you'll raise).</p> <p>Your paper is both concise (only discusses what is relevant to your argument, avoids unnecessary repetition) and thorough (fully explains the points that are relevant to your argument).</p>	<p>For the most part, your writing is clear, although there is some room for improvement in the clarity of some specific passages. There may be some transitions between sentences or paragraphs that are difficult for your reader to follow. The basic structure of your paper is mostly clear and well-organized.</p> <p>For the most part, your writing is both concise and thorough.</p> <p>There may be some room for improvement in setting up the structure of your paper in the introduction.</p>	<p>The overall structure of your paper could be clearer. It is frequently not obvious to your reader how one sentence connects to the next. Your language could also be clearer to the reader. In several passages it is not obvious to the reader what you're trying to say.</p> <p>You can perhaps be more concise, in that not everything you say is directed to the main argument of the paper. It may be that because you were not concise enough early on, your concluding argument (e.g., such as your consideration of an objection) is rushed.</p> <p>Another potential issue might be too much repetition</p>	<p>There is significant room for improvement in the overall structure of your paper and in the clarity of your writing. The reader has significant difficulty understanding what you're trying to say or why you're trying to say it.</p>	<p>There is no apparent structure to you paper. Please se me as soon as possible.</p>
	There are no mistakes in your	Your citation practices are	You make a number of mistakes in citation	You make a number of	You make a number of

	<p>assigned materials and class lectures are properly cited and grammatically correct. Any citations to external sources (not assigned or discussed in class) have been approved by me in advance.</p>	<p>exceptions. Your claims drawn from assigned materials and class lectures are, for the most part, properly cited and grammatically correct. Any citations to external sources (not assigned or discussed in class) have been approved by me in advance.</p>	<p>not cited.</p>	<p>practices. Some important claims are not cited.</p>	<p>practices. Some important claims are not cited. You may have cited outside sources without getting approval from me. You *need* to cite properly in order to pass this course. Note: you GET 5 point for citing properly but you grade can be deducted MORE than five points for citing improperly (for example, if you plagiarize, you will fail the course)</p>
<p>Formatting 5%</p>	<p>You follow all the formatting guidelines from the assignment (regarding anonymous review, font, spacing, paper title, word length, and so on).</p>	<p>You follow most of the formatting guidelines from the assignment, with one exception (either you included your name in the document, or there is no paper title, or there is improper font or spacing, or too many or too few words, etc.). Make sure to consult the formatting checklist before your next submission.</p>	<p>You follow most of the formatting guidelines from the assignment, with two or three exceptions (either you included your name in the document, or there is no paper title, or there is improper font or spacing, etc.) Make sure to consult the formatting checklist before your next submission.</p>	<p>You do not follow the formatting guidelines from the assignment. Make sure to consult the formatting checklist before your next submission.</p>	<p>You do not follow the formatting guidelines from the assignment. Make sure to consult the formatting checklist before your next submission.</p>
<p>Typos 5%</p>	<p>There are almost no mistakes in word choice, typos, spelling errors, or other grammatical mistakes</p>	<p>There are a few mistakes in word choice, typos, spelling errors, or other grammatical mistakes</p>	<p>There are sufficiently many mistakes in word choice, typos, spelling errors, or other grammatical mistakes in this paper so that this paper is at times difficult to read and understand</p>	<p>There are so many mistakes in word choice, typos, spelling errors, or other grammatical mistakes that this paper is often quite difficult to read and understand</p>	<p>There are an unacceptable number of mistakes in word choice, typos, spelling errors, or other grammatical mistakes</p>

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

PHL Dept Learning Outcomes	Expected Course Outcome	Course Evaluation Method
Skills in Reasoning	Develop	1, 2, 3, 4
Skills in Written and Oral Presentation	Develop	2, 3, 4, 5
Skills in Research	Develop	1, 2, 3, 4
Breadth of Content	Develop	1, 2, 4, 5
Depth of Content	Develop	1, 2, 3, 4, 5

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

	1. Reading quizzes at the beginning of every class	2. Weekly reading response homework assignments	3. Two major writing assignments	4. Final project. Individual or in groups.	5. Final project presentation.	
Ia		X	X	X	X	
Ib				X	X	
Ic	X	X	X	X	X	
Id		X	X	X	X	
IIb	X	X	X	X	X	
IIId	X	X	X	X	X	
IIIa	X	X	X			
IIIb	X	X	X	X	X	

XI. Course/Department/College Specific Requirements (OPTIONAL)

Department/ College Required ECO Information (Optional)

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AY Proposal Submitted

2019-2020

AY Proposal Implemented

PS Academic Group

24-CLASS

PS Academic Organization

560-PHL

Course Type

Philosophy

Impact Report (for modified courses only) Attached

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral Number GE-015-190

Senate Report Number