

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>A&S</u>	Department (Full name):	<u>Philosophy</u>
Major Name (full name please):	<u>Philosophy</u>	Degree Title:	<u>B.A.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	<u>Anita Superson</u>	Phone:	<u>7-4186</u>
		Email:	<u>superson@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>Any 500-level PHI course except PHI 520.</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>To communicate clearly and critically both orally and through written work about a variety of complex philosophical issues.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>PHI 350, a required course for the Philosophy major, serves to meet the GCCR. Students will be expected to (1) complete at least 4500 words of written assignments that will be subjected to a "feedback and revision" component; (2) do a 10-minute in class presentation on material related to the course; and (3) demonstrate an ability to use internet and/or library resources to access philosophical publications. These assignments will enable students to communicate clearly and critically both orally and through written work about a variety of complex philosophical issues. Students must earn a "C" or better on the final drafts of</u>

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the GCCR written work and on the oral presentation.	
C. Delivery and Content:	
<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>PHI 350: Metaphysics and Epistemology</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>existing course</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? <u>required</u> • shared or cross-listed course? <u>None</u> • projected enrollment per semester: <u>The course is capped at 32; typical enrollment is 20-25; average number of majors is 5.</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____ • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). Date of agreement: _____ 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 	

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<p>30 credit hours) for GCCR credit;</p> <ul style="list-style-type: none"> • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>The GCCR will be delivered in a single course (PHI 350) for all PHI majors. PHI 350 is a required course that has a cap of 32 students, averaging about 5 majors. Thus the GCCR can be feasibly handled in one course. The feedback is designed to enable students to write, speak, and think clearly and critically about philosophical issues, which will prepare them for work in upper division courses and beyond.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>The GCCR will be met by (1) papers totaling approximately 4500 words (15 pages) that will have a "feedback and revision" component; (2) a 10-minute in class presentation on content related to the course; and (3) a demonstration of an ability to use internet and/or library resources to access philosophical publications through either (1) or (2). Receiving feedback on written work, speaking about philosophical ideas, and securing outside resources and incorporating them will serve the goal of communicating clearly and critically both orally and through wrtitten work about a variety of complex philosophical issues.</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>The draft/feedback/revision plan will take the form of instructor grading and feeback with mandatory revision on some portion of the written work for the course. Feedback is intended to improve the philosophical content of the paper; students will be required to revise the assignment in response to the comments and resubmit the revised assignment for a final grade.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:
<p><u>The division of the written assignments (e.g., one 15 page paper, two 7-8 page papers, etc.) will be up to the individual instructor, but there will be some component of a draft of a paper, instructor feedback, and student revision in light of the feedback. The exact format of the 10-minute presentation will also be up to the individual instructor (e.g., the content, the scheduling, etc.). The demonstration of the ability to use the internet and/or library resources to access philosophical publications will also be up to the individual instructor, either in the written work or the oral presentation.</u></p>
<p>D. Assessment:</p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially):
<p><u>every 3 years</u></p>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<p><u>Chair and DUS</u></p>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
<p>_____</p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	PHI 350; Philosophy Major, B.A.
Contact Person Name:	Anita Superson (or current DUS)
Phone:	7-4186
Email:	superson@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/11/14	Anita Superson DUS / 7-4186 / superson@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/15	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/9/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Sample Syllabus

PHI 350-001: Metaphysics and Epistemology

This course provides full GCCR credit for the Philosophy Major

Instructor: Prof. Meg Wallace

Where: TBA

When: T/R 11-12:15

Office: 1413 Patterson Office Tower (POT)

Office Phone: 7-1004

Office Hours: T/R 2-3pm

Email: meg.wallace@uky.edu or megbwallace@gmail.com (preferred method of contact)

Course Webpage: TBA

Bulletin Description

An examination of fundamental issues in metaphysics and epistemology, such as causation, the nature of space and times, personal identity, free will, the existence of God, the nature and types of knowledge, the character of human existences, skepticism, and rationality.

Course Description

This is an upper division philosophy course on Metaphysics (the study of what there is) and Epistemology (the study of knowledge). This course will be divided into three sections.

Section I: Epistemology, Skepticism

Can your eyes and ears and taste and touch can be trusted? Isn't it at least possible that someone could be feeding you all of your sensory information, making you believe that you are reading these words right now, but really you are in an armchair in some office, merely having the illusion of experiencing the things you think you are truly experiencing? Can we ever be certain of any of our beliefs? Do we know anything for certain? If so, what? The first section of this course will concentrate on issues of Knowledge and Skepticism, and will address scenarios such as the one presented above. We will question whether we know anything for certain, and if so, what, or whether we know anything at all, to any degree of certainty (or uncertainty).

Section II: Object and Person Identity

In the second section of this course, we will focus on the nature of persons, and what it is that makes a person the same person over time. In so doing, we will discuss metaphysical issues such as identity, persistence, time, composition, and the mind/body problem. What sort of stuff are you made of? Are you identical to your body? To your brain? To your soul? Do you even have a soul? Is memory important for personal identity? If so, how? Is there any difference between what makes a person survive over time and what makes a mere object—such as a rock or a stone—survive over time? Or are we each just a mere collection of molecules? But how could we be only mere material stuff, given that we certainly treat ourselves and each other as so much more? Some people think that one of the main differences between us and mere objects (such as rocks) is a soul: we have it; rocks don't. So there. But are they right? Does your answer to this question square with what you think you think about the rest of the world? We'll investigate these metaphysical issues and more.

Section III: Time and Time Travel

Finally, in the third section, we will be concerned with the philosophy of time and time travel. What is time? Is time objectively real like space? Do the past and future, and past and future objects, exist in the way that we believe the present and present object exist? Is it possible to travel backward or forward in time? If so, can we change the past or future? Why do some say that time travel is impossible? Are they right? Why do some say that we can time travel, but that it would be boring because we cannot change either the past or the future? But if we cannot change the past or future, how can we change anything at all, even the present? For how long could the present moment be? Can it sensibly be any duration of time? Or only an instant? But if now is only an instant, that we can't be said to *do* anything in such a short period of time, whether free or not. So do we lack free will at all times? We'll be investigating these questions and more, along with a quick dabbling in some quirky science fiction stories.

Prerequisites

None. But you must have completed 30 hours of credit before taking this course to satisfy the GCCR.

Student Learning Outcomes

After completing this course, the student will be able to:

1. TBD i.e., Identify standard skeptical challenges to knowledge and responses to them;
2. TBD i.e., Identify main philosophical approaches to personal identity and responses to them;
3. TBD i.e., Explain about the nature of time;
4. TBD i.e., Classify philosophical argumentation and analysis of concepts;
5. TBD i.e., Formulate philosophical arguments and responses to criticism to them orally.

Goals of Course

To further your knowledge in epistemology and metaphysics and time on the issues described above.

Required Texts

There are no required textbooks for this course. All readings will be on-line and can be found on the Reading Schedule (which is linked on the course webpage) and Blackboard. Linked readings will be in one of the following sorts of formats: html, doc, docx, and pdf. Please make sure that you can access these types of files. Also, there will occasionally be readings that are linked through JSTOR; you will need to be on campus or working through the University's proxy server in order to access them. Please get in touch with me if you are having difficulty accessing any of the material.

If you would like to purchase any of the books or anthologies that I used in creating the course reading list, you will find them listed on the main course webpage, under 'Sources', listed in the order we will be reading them during the semester.

Course Requirements and Grades

For Non-GCCR students: 3 papers, 5-6 pages each, on assigned topics. Each paper constitutes 30% of your final grade, with the remaining 10% based on participation (including visiting my office hours, posting philosophically important things on the discussion forums on Blackboard, etc.).

For GCCR students: 3 papers, 5-6 pages each, on assigned topics (same as above). In addition, I will provide written feedback on your first paper for improving the philosophical elements

(argumentation, analysis of concepts, organization, etc.). You will be required to revise your paper in light of my comments and resubmit it for a final grade on that assignment. I will also provide written feedback on your second paper, and your third and final paper should reflect the feedback you have received on your earlier papers. You must earn a “C” or better on the final drafts of your written work in order to receive GCCR credit for the course. Each paper constitutes 25% of your final grade. The remaining 25% of your final grade will be based on participation (10% same as above, for non-GCCR students), and a 10-minute oral presentation (15%) on a topic of your choice relating to one of the assigned readings (you will consult with me no later than Week 2 for your assigned presentation date). Your presentation will include something philosophically new that you learned on the topic of the reading you select, from reading an external philosophical source on the topic. You should consult with me about this at least 2 weeks before your presentation, but some useful sources you might consult include: *Philosophy Compass*; *Stanford Encyclopedia of Philosophy*; *Oxford Bibliographies Online*; *Phil Papers*; and JSTOR (for philosophy journals). You must earn a “C” or better on the oral presentation in order to receive GCCR credit for the course. Due dates of papers are listed on the schedule that follows.

Paper prompts will be posted at least 2 weeks before the paper is due, and will be posted on the reading schedule page and on Blackboard.

The following is the grading scale I will use:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; E = 59-0

*Caveat: You must complete all of the required components of the class in order to pass the class.

All students will be provided with a Midterm Evaluation by the midterm date (set in the Academic Calendar) of course performance based on the above criteria.

Course Policies

Attendance

Each student will be allowed four unexcused absences. After four, penalty is failure for the course. Excused absences: You need to notify when possible prior to class. Excused absences include: (1) serious illness, (2) illness or death of family member, (3) University-related trips, (4) major religious holiday, and (5) other circumstances that I deem “reasonable cause for nonattendance.” You should notify me in writing about observance of religious holidays **prior to the mid-term date**. You must supply appropriate verification of your absence to me.

Late Papers, Makeups

Late papers will not be accepted, with the exception of an excused absence. If you are scheduled to do your in-class presentation and have an excused absence for the day, you will be given one more opportunity to make it up. You must provide appropriate evidence of your absence for it to be excused.

Honor Policy

It is expected that all of your work is yours and yours alone. All of your sources and any outside reading materials, including anything you might find on the internet, **MUST** be cited or else it will qualify as plagiarism. Failure to do your own work or to cite your sources appropriately will result in at least (= the minimum penalty) a “zero” on the assignment in which the offense occurs, and even failing the course, a possible expulsion from the University, and a shameful life of misery and doom.

Bottom line: Don't cheat. Or else. Read the website for further information:
<http://www.uky.edu/Ombud>.

Disabilities

If you have specific disabilities that require accommodations, please let me know at the beginning of the semester. You will also need to contact the Disability Resource Center Room 2, Alumni Gym (859-257-2754) jkarnes@email.uky.edu, and provide me with a Letter of Accommodation.

Reading Schedule

PHI 350: Metaphysics and Epistemology

Section 01 - Fall 2011

****All of the assigned readings should be read BY the beginning of the week that they are scheduled.****

Section 1: Knowledge and Skepticism

Week 1: 8/25 Introduction

No reading.

Week 2: 8/30-9/1 Logic; Introduction to (Radical) Skepticism

Some Logic (handout)

Descartes, Meditation on First Philosophy, Meditation I and Meditation II

Pollock "Brain in a Vat" (PDF)

DeRose, "Introduction: Responding to Skepticism" (Blackboard)

Week 3: 9/6-8 Responding to Skepticism; Semantic Externalism

Putnam, "Brains in a Vat"

Warfield, "A Priori Knowledge of the World: Knowing the World by Knowing Our Minds"

(JSTOR, Blackboard)

Week 4: 9/13-15 Epistemic Externalism; Relevant Alternatives and Denying Closure

Sosa, "Philosophical Scepticism and Epistemic Circularity" (JSTOR, Blackboard)

Nozick, "Philosophical Explanations (selections)" (Blackboard).

GCCR IN CLASS PRESENTATIONS

PAPER 1 DUE

Week 5: 9/20-22 Contextualism; Concessive Responses

Lewis "Elusive Knowledge

Nagel, "The View From Nowhere (selections)" (Blackboard)

Week 6: 9/27-29 Concessive Responses (continued); Section Review

GCCR STUDENTS: Instructor Feedback Given

Section 2: Object and Person Identity

Week 7: 10/4-6 Statue and the Clay, Ship of Theseus DAUP, Compositional Nihilism

Wiggins, "On Being at the Same Place at the Same Time" (Blackboard)

Chisholm, "Identity through Time" (Blackboard), Notes on Chisholm's "Identity Through Time" (handout)

Week 8: 10/11-13 Person Identity

Chisholm, "Identity through Time" (Blackboard), continued

Unger, "I Do Not Exist" (Blackboard)

GCCR IN CLASS PRESENTATIONS

GCCR STUDENTS: REVISED PAPER 1 DUE

Week 9: 10/18-20 Person Identity (continued); Section Review

Van Inwagen, "The Doctrine of Arbitrary Undetached Parts" (Blackboard).

Perry, A Dialogue on Personal Identity (Blackboard)

Week 10: 10/25-27 Personal Identity (continued); Section Review

Perry (continued)

Dennett, "Where Am I?"

Week 11: 11/1-3

GCCR IN CLASS PRESENTATIONS

Section II Review; PAPER 2 DUE

Section 3: Time and Time Travel

Week 12: 11/8-10. Introduction; Presentism.

Hinchliff, "The Puzzle of Change" (JSTOR, Blackboard).

Week 13: 11/15-17. Growing Block, Four-Dimensionalism.

Heller, "Presentism and Truth Making" or,

Cameron, "Truthmaking for Presentists"

Merricks, "Goodbye Growing Block"

Sider, "Time" in Riddles of Existence (Blackboard)

GCCR IN CLASS PRESENTATIONS

GCCR STUDENTS: INSTRUCTOR FEEDBACK ON PAPER 2 GIVEN

Week 14: 11/22. Four-Dimensionalism (continued)

Sider, "Time" in Riddles of Existence (Blackboard), continued

Sider, "Four-Dimensionalism"

No Classes 11/24. Thanksgiving Break.

Week 15: 11/29-12/1. Time Travel and Four-Dimensionalism.

Sider, "Four-Dimensionalism", continued.

Heinlein, "All You Zombies" and "By His Bootstraps"

Lewis, "Paradoxes of Time Travel"

Week 16: 12/6-8. Time Travel and Presentism; Course wrap-up; Review

Sider, "Traveling in A- and B-Time".

Nelson and Keller, "Presentists Should Believe in Time Travel" (academic link).

GCCR IN CLASS PRESENTATIONS (IF NEEDED)

Week 17: 12/12-16. FINALS WEEK. (There is no final exam for this class.)

Friday, December 16, 2011 at 10:30am – PAPER 3 DUE