

Portland Community College
Philosophy Subject Area Committee
Program Review

May 22, 2009

Preface

Motivated by the previous program review, the Philosophy SAC continues to engage in a self-reflective process aimed at our on-going improvement in the delivery, content, and assessment of the teaching and learning of philosophy at PCC. Meaningful conversations in the five years since the last program review have been integral to this process. These occasions continue to build our community of philosophers at PCC, with one of the benefits being increased confidence in the coherence and direction of our program. Our group's strengths have revolved around our mutual respect and collegial attitude towards each other. So, although we must admit to some misgivings regarding the amount of time we devote to this layer of bureaucratic tasks, we can point towards those aspects of the process that have been worthwhile. The following will summarize some of the valuable outcomes of our work together.

The Role of Philosophy at PCC

“Through effective teaching and supportive student services, Portland Community College prepares students for success as individuals, members of a democratic society and citizens in a rapidly changing world.”

The values mentioned at the end of PCC's Mission Statement sum up the importance of preparing students to become full members of a dynamic and complicated world. The role of philosophy, since its inception and as it is incorporated into the offerings at PCC, is precisely the attempt to encourage an attitude of reflection. Without the ability to recognize problems, examine possible solutions, implement actions, and assess values (all of which are at the core of a philosophical education), a person is ill-equipped to succeed in his or her current or future environment. It is for this reason that philosophy serves as a cornerstone in the education of community college students and continues to provide the repertoire of skills needed to flourish in the 21st Century. This same reason informs our philosophy course offerings, how they are prepared, and how they are taught. As faculty, we strongly believe that our program contributes to the core outcome: the critically reflective and informed graduate.

In relation to the College Core Outcomes, philosophy courses are uniquely situated to provide a comprehensive educational experience for students at PCC which further emphasizes the importance of having a robust philosophy department at PCC (Appendix #1).

Community and Environmental Responsibility

“Graduates of Portland Community College should be able to apply scientific, cultural, and political perspectives in understanding the natural and social world and in addressing the consequences of human activity both globally and locally by demonstrating an understanding of social change and social action.”

Our courses address the issues of ethical, social or political responsibility either directly or indirectly:

- All of our Critical Thinking courses are designed to help and encourage students to exercise their responsibilities as citizens of a democratic society. The examples that are used for analysis and discussion are largely drawn from newspaper editorials, the Voter's Pamphlet, letters to the editor, popular magazines, television news programs and talk shows, and the like.
- One of the main issues in an ethics class is the basis, extent and nature of one's obligation to self, others and community. Hence, all of the ethics courses (Introduction to Elementary Ethics, Business Ethics, Biomedical Ethics, and Environmental Ethics) directly contribute to students' meeting this core outcome.
- Political Philosophy invites the students to reflect on their role in shaping the political environment.

Critical Thinking and Problem Solving

“Graduates of Portland Community College should be able to think critically and creatively solve problems by understanding and using various methods of reasoning and evaluating information.”

In the philosophy department we see the term "critical thinking" as applying to a wide range of thinking skills and processes. Life continually demonstrates the importance of making reliable judgments, and most aspects of education contribute to this goal. In addition to the more general conception of critical thinking (organizing, prioritizing, questioning, analyzing, and evaluating) that most disciplines aim to develop, philosophy covers specific types of argument analysis and presentation, as these have evolved from the classical study of forms of logic.

Cultural Awareness

“Graduates of Portland Community College should be able to demonstrate an understanding of the varieties of human cultures, perspectives, and forms of expressions as well as their own culture's complexities.”

While most of our offerings in Philosophy engage students in understanding the way humans perceive the world, we offer certain courses that are directly organized to illuminate student understanding of one's worldview. They are designed to provide students with the conceptual resources to engage the world around them:

- Philosophical Problems investigates the historical understandings of metaphysics (theory of reality) and epistemology (theory of knowledge) that continue to influence cultural understandings;
- Elementary Ethics covers philosophical ethics, in an attempt to provide justifications for actions individually and socially;
- Philosophy of Religion examines the philosophical nature of religion both in our culture and in other cultures throughout the world;
- Political Philosophy discusses the history of political philosophy and the questions that organize discussions about the legitimacy of government institutions and the formation of political societies across cultures and history;
- Asian Philosophy introduces the philosophies of India, China, Japan, and South East Asia, which offers a complementary approach to Western traditions in logic, ethics, epistemology, and metaphysics; and
- Philosophy of Art and Beauty approaches the philosophy of art in a way that tries to understand the profoundly rich dimensions of aesthetics and its meaning for all cultures.

These course offerings are consciously designed to promote cultural awareness in students and provide a clear path to realizing the significance of intellectual discussions throughout human history.

Professional Competence

“Graduates of Portland Community College should demonstrate mastery in a discipline or profession at a level appropriate to program and transfer requirements through the application of concepts, skills, processes, and technology in the performance of authentic tasks that enhance community involvement and employability.”

Philosophy courses enable people to become more competent in their respective fields. The discipline’s emphasis on communication skills, ethical and social responsibility, critical thinking and problem solving, awareness of the diverse cultural composition in professional fields, and the ability to be self-reflective, all contribute to the success of individuals in the workplaces of the 21st Century. The Philosophy Department has specifically designed courses that fulfill these general competences, but the Department also has contributed some “service courses” that relate to a variety of professional contexts that are important for the individual who is moving directly from PCC into the workplace:

- PHL 202 is used by a variety of other disciplines as a way for their students to gain a competent understanding of the complexities of ethical decision-making in the workplace.
- PHL 205 is a required course for Nursing students, Gerontology students, and other Allied Health students as an avenue to think ethically and critically about the unique situations that constitute the modern healthcare profession.

- PHL 209 is also a requirement for a variety of Business degree-seeking students, and it offers the student a reflective look at the ethical concepts and dilemmas that they will face in their professional careers.
- PHL 221 has been appreciated by Accounting and Computer Science students because it enables them to think logically about information and data that will be utilized in the workplace.

Overall, the Philosophy courses provide a unique opportunity for students in professional fields to gain important perspectives on their role in professional life.

Self-Reflection

“Graduates of Portland Community College should be self-appraising in applying the knowledge and skills they have learned, examining and evaluating personal beliefs, and comparing them with the beliefs of others.”

Throughout the philosophical tradition, self-reflection has been a hallmark virtue of the discipline and can be seen in Socrates’ admonition to all who follow him to “Know Thyself.” (Although many people attribute this statement to Socrates, he is not the source and doesn’t make the statement in any of the dialogues. According to Plutarch (46-120 C), the admonition to “know thyself” {*gnothi seauton*} comes from the oracle of Apollo, at the temple of Delphi.) What this statement means might take us beyond the scope of discipline review, but its spirit is continually integrated into the Philosophy course offerings at PCC.

- Our Critical Thinking sequence asks students to reflect on the arguments and perspectives that constitute their worldview.
- The Philosophical Problems course engages students in a critical reflection of our intellectual history.
- All the Ethics courses provide students with the conceptual tools to deliberate and analyze their own actions and decisions made in the ethical realm.
- Philosophy of Religion, Political Philosophy, Asian Philosophy, and Philosophy of Art and Beauty all enable students to reflect on various parts of their experience and allow them to produce critical worldviews that integrate the important aspects of a human life: values, beliefs, aesthetics, and culture.

Although one can say much more about the value of philosophy in the reflective process, there is no doubt that a philosophical orientation leads to the fulfillment of the human ability to question one’s given worldview and attempt to continually integrate the reflective process into one’s existence.

Communication

“Graduates of Portland Community College should be able to communicate effectively by determining the purpose of communication; analyzing audience and context to use appropriate language and modality; and by responding to feedback to achieve clarity, coherence, and effectiveness.”

Success in philosophy classes requires competence in a variety of communications styles. Writing essays of some sort is part of the assessment of most of our courses. Additionally, students are encouraged to make in-class presentations, and participate in both small and whole class discussions.

Our Critical Thinking and logic courses focus on specific aspects of communication:

- Philosophy 191 (Analysis & Evaluation of Argument) examines argumentative and persuasive discourse
- Philosophy 195 (Science and the Occult) explores scientific reasoning, drawing many of its examples from the popular press, as well as more scholarly journals.
- Philosophy 197 (Television and the Presentation of Reality) focuses on non-print communication
- Philosophy 221 (Symbolic Logic) develops skills in translating from ordinary language to a formal system, requiring students to rigorously attend to the logical content of statements.

As part of the assessment techniques our 200-level courses almost always include writing, discussing, and presenting ideas in class. Communication at this level requires a high level of facility with abstract concepts.

History of the Department

Because the Philosophy Department today is a result of what it has been in the past, we would like to begin with a quick review of the history of the department. The Philosophy Department got its start during the academic year 1960-61, when Portland Community College (PCC) first opened its doors. Paul Hagensick, now retired, was hired to be the first philosophy instructor. Four courses were offered at that time: Philosophical Problems, Introduction to Ethics, Introduction to Logic, and Philosophy of Religion. These were chosen because they were the basic courses offered at most other colleges.

As the school grew quickly in those first years, so did the Philosophy Department. Valerie Simmons was hired as a full-time instructor in 1963. The two full-time instructors staffed the philosophy offerings for the next nine years. Along the way an aesthetics class and a symbolic logic class were added to the curriculum. Again, both were typical of the philosophy courses being offered at other colleges at the time. Paul Hagensick retired in 1972 and was

replaced by Steve Rathman. At the same time two part-time instructors, Steve Carey and Steve Jolin were added to the department. Then in 1974 Steve Carey replaced Valerie Simmons, who retired as a full-time instructor.

The first major change in the philosophy curriculum came in 1975 when the Introduction to Logic class was replaced with three critical thinking classes:

- Philosophy 191 (Critical Thinking: Language and the Layout of Argument): focusing on the basics of argumentation
- Philosophy 193 (Critical Thinking: The Evaluation of Practical Argument): on fallacious reasoning
- Philosophy 195 (Critical Thinking: Science and the Occult): on the application of critical thinking to scientific and pseudo-scientific reasoning

In the early to mid-seventies the critical thinking movement was just beginning to develop. It grew out of an effort to make logic more applicable to everyday life and, thus, more accessible. Steve Carey's background was in formal logic and the practical applications of logic, so he was particularly well suited for the development of these courses, for which there existed very little curricular materials; Steve Carey and Steve Rathman worked together to develop their own.

In 1976 Steve Rathman retired as a full-time instructor and became the dean of the Social Science Division at the Sylvania campus. As dean, he encouraged the philosophy department to grow. Andy Simon filled the vacated instructor position. He contributed to the development of the critical thinking curriculum with the addition of Philosophy 197 (Critical Thinking: Television and the Presentation of Reality), focusing on critical thinking in application to the media. Since the development of these courses, the critical thinking sequence has been consistently popular among students. Many students consider them to be among the most valuable courses offered at the school, in terms of practical knowledge. The ability to think critically is even one of the core outcomes that have been identified by the school.

PCC has always recognized the value of philosophy and supported its development. After 1975 course offerings in philosophy continued to expand. First, the Asian philosophy sequence was added. Then came what might be considered the second major curriculum change, career and service oriented courses, such as Political Philosophy, Environmental Ethics, Business Ethics, Biomedical Ethics.

During that same period the Rock Creek and Cascade campuses were developing and more philosophy instructors were hired on a part-time basis. In 1997 another full-time philosophy position was opened up at the Rock Creek Campus and Michael Warwick joined the Department.

Today the philosophy department at PCC offers students a broader selection of courses than most community colleges. Our courses remain very popular. The career oriented philosophy courses such as Biomedical Ethics for the students of the Nursing Department and

Business Ethics for business students were created in response to similar courses being offered at other colleges, but also in response to requests from the Nursing and Business Departments.

In response to temporary decline in student interest, the Asian philosophy sequence and the aesthetics course became inactive for a period of time. These courses were revived by Rita Hennessy, a part-time instructor who joined the Department in 2001. John Farnum, who was hired to replace retiring Steve Carey, reintroduced the Political Philosophy course and created new courses in environmental ethics and existentialism.

Most recently, Andy Simon announced that he would be retiring from his full-time status at the completion of spring term 2009.

The Philosophy Department currently consists of three full-time and twelve part-time faculty:

- John Farnum (Sylvania) - FT
- Andy Simon (Sylvania) - FT
- Michael Warwick (Rock Creek) - FT
- Martha Bailey (Sylvania and Cascade) - PT
- Steve Carey (Sylvania) - PT
- Chris Cayton (Sylvania) - PT
- Mark Cohen (Rock Creek) - PT
- Shirlee Geiger (Cascade and Sylvania) - PT
- Rita Hennessy (Sylvania) - PT
- John Holmes (Distance Learning) - PT
- Steve Jolin (Sylvania) - PT
- Brandi Parisi (Rock Creek) - PT
- Randy Spencer (Rock Creek) - PT
- Matt Stockton (Sylvania and Rock Creek) – PT
- Chuck Sullivan (SE Center) - PT

The Philosophy faculty has made and continues to make important contributions to the school and the larger community. (Appendix #2)

Summary of SAC Activity 2004 – 2009

The philosophy SAC, following the 2004 program review, has conducted between 1-3 meetings per term. In these meetings we addressed a variety of departmental and instructional issues. Our conversations initiated a comprehensive response to the various pedagogical and systemic challenges that were brought into focus through our last program review. Concerning pedagogy, we have benefited from the following conversations since the last program review:

Given the importance of instructional autonomy in the discipline of philosophy, we believed it was necessary to revisit the various courses offered and how each instructor

approaches a particular course. Through these discussions we were able to resolve the overlap between PHL 191 and PHL 193 critical thinking courses through the integration of content from 193 into a more comprehensive version of 191. This revision coincided nicely with the 4 credit course conversion that occurred in 2005. Our discussions have since expanded into a larger assessment of all courses offered through the philosophy department.

In these conversations, we compared content, texts, and grading practices. Given the diverse perspectives which we respect and encourage in our discipline, we built a consensus on the importance of promoting philosophical thought for students facing social, professional, and personal challenges in their lives. An example of an issue we discussed and deliberated was how best to balance historical academic philosophy with a growing emphasis on applied philosophy such as environmental, biomedical, and business ethics. We came to recognize the need to teach in a fashion that encourages support and guidance for those students who wish to pursue advanced study in philosophy in addition to the importance of making the material relevant and useful for those students who are pursuing other areas of interest. These shared ideas are reflected in the student outcomes we've adopted as the Philosophy SAC.

We addressed the dilemma of text selection by sharing various texts and comparing their cost, content, and value. We found that a reduction in cost often came at the expense of content preferred by the instructor. Instructors varied in their preferences with some choosing to use low cost texts while others preferred to select what they believed to be the best available text without respect to cost. Regardless of the instructor's preference, these conversations helped broaden our consideration of how our pedagogical choices impact the students we serve.

Concerning outcome assessment, we shared various approaches for evaluating student success. We considered the benefits and challenges of utilizing various tools including essays, quizzes, exams, and participatory exercises. These continue as topics of discussion. In addition to the traditional challenges of teaching philosophy in a classroom setting, we also addressed the challenges of integrating technology into online and/or hybrid course offerings as well as its growing presence in the traditional classroom. Course tools involving MyPCC and Blackboard were explained and assessed as an opportunity for instructors to consider as a possible means for enriching their teaching effectiveness. It was found that this collegial process helped instructors better refine their own pedagogical approaches with a greater insight and sensitivity to how other instructors are teaching similar courses. This process also contributed to a greater degree of instructional consistency across the Philosophy curriculum.

Assessment of Previous Recommendations

During the development of the 2004 Philosophy program review document we identified several areas for improvement and constructed specific recommendations for how such areas might be best strengthened.

At the forefront of these concerns was the substantial need for improving intra-department communication among instructors who teach the same course. We believed that this would establish greater consistency among philosophy course offerings as well as develop a greater sense of cooperation between instructors. In response to this need, it was recommended that there should be more SAC meetings devoted to primarily to the discussion of teaching of various courses in philosophy. As is evident in the prior section we have since demonstrated our commitment to establishing a greater sense of transparency and collaboration within the philosophy department by setting time aside to discuss a greater variety of relevant issues and concerns. While there will continue to be a perpetual need for further dialogue we are generally satisfied with the new direction of the department as it moves us away from a reactive model toward one that is more proactive in its orientation.

Secondly, it was determined that the Critical Thinking sequence needed to be re-evaluated for content and consistency. This concern was primarily brought up in response to some perceived ambiguity pertaining to the differentiation between the *Phil.191: Language and the Layout of Argument* & *Phil.193: Evaluation of Practical Argument* courses. We recommended reviewing the entire Critical Thinking sequence during the 2005 Spring In-service to address these concerns. From those efforts we have since resolved this issue by combining the 191 & 193 course offerings in conjunction with the campus wide transition to 4 credit course offerings in 2005. The resulting course is now titled *Phil.191: Analysis & Evaluation of Argument* and is generally regarded as a large improvement.

For the following recommendation we had discussed the need for more informal dialogue among instructors regarding pedagogical techniques and resources enhancing student success and assessment. It was recommended by the SAC in our program review that we should request funding to support retreats that would foster such dialogue. We have since been successful at designating more time to address these issues collectively on campus in addition to organizing several informal gatherings off campus. We intend for such activities to continue growing in their frequency and in their ability to foster a greater sense of intradepartmental collegiality. Requests for additional funding have generally not been made primarily due to a lack of initiative and/or perceived necessity. Were such circumstances to change then our need to request more financial support may be revisited.

Lastly, it was identified that there was a need to encourage and support greater student and faculty involvement in the local and regional philosophical community. Improved funding was again recommended to assist in addressing this area. There has been an increased effort to pass along information regarding local and national philosophical events. However, the extent to which these events have been attended by faculty or students has not been fully assessed. It can be said that any such efforts to attend such events has been largely left up to the discretion of

individual instructors. For future meetings we will reconsider the standing and role of the PCC philosophy department in relation to other local philosophy departments and philosophical organizations.

Meeting the Needs of PCC Students and the Community

Demand for philosophy courses has continued to steadily grow resulting in increased sections being offered at all of PCC's campuses. In particular, the Biomedical Ethics courses have been in high demand as a result of the popularity and growth of nursing programs in the local area. Our students are generally representative of the student population at PCC and do not deviate significantly from other distribution patterns associated with race, gender, or age.

We receive very little feedback from business and industry on a regular basis. When we have developed new courses that relate directly to business and industry, such as when we were developing our Business Ethics and our Biomedical Ethics courses, we did seek input from corporations and hospitals that had Ethics programs. Similarly, we receive little systematic feedback from the institutions our students transfer to. The anecdotal information we have—mostly reports from students who have transferred to other institutions who have felt well-prepared and inspired to continue their studies—has been positive (Appendix #3). In addition, the undergraduate advisor in the Philosophy Department at PSU has conveyed that our students come to PSU eager and competent to pursue philosophy at the upper division level.

At present the philosophy program is highly successful. We enjoy full enrollments in our courses and high retention. Our research shows a significant completion rate among enrolled students. We believe our success can be attributed to the willingness of instructors to personally engage students and work with them to succeed and appreciate the relevance of philosophy towards enriching their lives. We take pride in our flexibility and responsiveness to students' reactions and comments, which allow our courses to evolve according to their interests. The primary sort of feedback that has prompted curricular changes has come from our students.

Some instructors have students submit note cards after each class that provide the instructor with any questions or comments pertaining to the course. These cards are then read by the instructor, who then responds to what the students have written on the cards. Here are the ways in which this technique has led to curriculum changes:

- Re-explained concepts students hadn't understood.
- Provided additional examples of concepts and issues students were having trouble grasping.
- Researched and reported on background information (e.g., biographical information) students inquired about.

- Chose or focused on topics based on student interest (e.g., moral status of animals, cultural relativism).
- Improved sensitivity to the cultural differences of students as well as the ability to integrate those cultural differences into the lesson plans.
- Included more discussions based on student requests.
- Added topics/philosophers to curriculum.
- Added writing exercises to courses that had become too heavily dependent on multiple choice testing.

Other instructors provide questionnaires to students either during or at the end of each term, giving them a chance to give feedback concerning courses. The students are assured of anonymity in responding. Student comments on these questionnaires have led to the adoption of new textbooks for classes, course modifications, the development of the Philosophy Club, and the development of new courses (i.e., Environmental Ethics, Existentialism, Asian Philosophy, etc.).

As a discipline with a time-honored and (usually) ennobling history, there's hardly a human experience upon which philosophy has not turned its light. It is also a discipline, like many others, that continues its evolution in its attention to social and historical change. Similarly, our courses evolve, responding to changes in our understanding of the world. While the underlying directive to think and see clearly remains constant, the lens and focus of attention change. In this way our philosophy curriculum at PCC has evolved, sometimes incrementally by the mere addition of a single essay to the course readings, but also through the addition of new courses to the program or the deliberate reworking of a standard offering.

Like many other academic fields, the discipline of philosophy was historically inaccessible to all women, and men of some racial, ethnic, and social classes. Even without institutional rules barring access for persons of marginalized groups, their presence and perspectives were traditionally under-represented in the discipline. To address this concern, still voiced by students from time to time, and to stay current with pressing contemporary issues, the department supports the up-dating of current course offerings, as well as the development of new curricula.

In our evolution as a department, different sections of our classes reflect the varying teaching styles, areas of specialization and professional interests of our faculty. Within this current diversity of faculty members, the department welcomes a wide variety of students, engaging them in the study of academic philosophy. Some examples of this evolution in the curriculum include:

- An Introduction to Asian Philosophy, a newly adopted course which presents Hindu, Buddhist, Taoist, and Confucian philosophical traditions.

- Various courses in Ethics now include the Ethics of Care, a Feminist perspective, as well as Native American and Buddhist perspectives.
- An updated course in Critical Thinking: Television and the Presentation of Reality, includes material concerning gender, sexual, racial, ethnic and class stereotypes.
- A revised course in The Philosophy of Art and Beauty has refocused the traditional study to consider the meaning of music, art, and poetry in many world cultures.
- Some instructors teaching The Philosophy of Religion have supplemented the course to include readings from Islamic, Native American, Buddhist, and Aboriginal traditions.
- Business Ethics increasingly incorporates global and cross-cultural perspectives.
- Political Philosophy now includes Feminist, African-American, and East Indian writers.
- Environmental Ethics, twice offered as an experimental course, incorporated topics in Native American philosophy, Ecofeminism, and Buddhist perspectives.

Assessment of Strengths and Recommendations for Improvement

We believe we comprise a faculty that is well educated, diverse in background, energetic, creative, and committed to regular professional development as well as involvement in the college and the larger community. There is a history of offering a particularly rich variety of high-quality philosophy courses, in accordance with the consistently high level of student interest in philosophy. Furthermore, these courses are relevant to student concerns by helping develop the abstract reasoning, critical thinking, communication and problem-solving skills needed for all successful work in the evolving social context of the world.

Our actions demonstrate a commitment to adapting course offerings to meet college mission, core outcome and transfer requirements while fully honoring the substance of the philosophical tradition. We have shown success in cooperating with other college departments to develop courses relevant to student needs, e.g., courses in Biomedical Ethics, Business Ethics and, most recently, Computer Ethics. There is also a commitment to offering students the opportunity for involvement in philosophical discussion beyond classroom studies, as evidenced, e.g., in the department's creation and active sponsorship of the Philosophy Club. Lastly, we are a collegial SAC that includes full and part-time faculty as equal participants in departmental policy-making.

Through this shared commitment we have made many gains as a department. These gains aside, the department has also been confronted by a variety of new challenges and opportunities. In response to this unfolding academic landscape we have formulated several new initiatives that we plan to address during the coming years between now and our next program review.

1) The prevalence of online courses has grown significantly since the 2004 program review and the merit of offering such courses through the Philosophy department has been rigorously discussed and vetted in our meetings. In its current form the Philosophy department offers up to two fully web-based sections of *PHIL 207: Ethical Issues in Aging* per term through the gerontology program. These sections are being taught by adjunct instructor John Holmes. In addition to this, adjunct instructor Shirlee Geiger has also offered several sections of *PHIL 204: Philosophy of Religion* and *PHIL 209: Business Ethics* as hybrid courses for students. The success of these courses has been largely deemed academically viable by Holmes and Geiger with both sharing of their missteps as well as their enthusiasm for the potential of the medium. In contrast to the moderate enthusiasm for these offerings there remains an ongoing discussion among ourselves as to the pedagogical ramifications of utilizing such a format as well as its compatibility with traditional philosophical discourse. As it stands, we represent a wide diversity of opinions on the format as well as its potential for expansion. This lack of consensus is interpreted as a point of strength that will contribute to such courses being used deliberately and effectively. We will continue to embrace a critical role in the oversight of these online offerings such that we further enrich the inherent diversity of instructors and curricula within the Philosophy department.

2) As Portland Community College and the Philosophy department have expanded throughout recent years there has emerged a growing pattern of incongruence associated with intercampus coordination. Symptomatic of this incongruence are the numerous scheduling conflicts between campuses and the virtually unilateral hiring of part-time faculty. These shortcomings have resulted in multiple overlapping course offerings that often diminish student enrollment as well as raising recurring questions of which adjunct instructors are eligible to teach which courses. Part of this expanding problem is due largely to the systemic make-up of PCC campuses in which individual deans have a level of autonomy that doesn't necessarily encourage intercampus coordination. We believe that there is a strong need to unify the process of determining course offerings and instructor assignments among campuses with the Philosophy department assuming a larger role in planning and oversight.

A contributing factor to this challenge has been the growth and expansion of the philosophy department campus wide. Between the 06-07 and 07-08 school years the number of FTE students enrolled in philosophy courses grew by 5.2% and total student enrollment grew by 3.4% (See Appendix #4). PCC currently staffs 2 full-time instructors at the Sylvania campus and 1 full-time instructor on the Rock Creek campus. It should also be noted that long time full-time instructor Andy Simon will be retiring at the completion of spring term 2009. That pending vacancy aside, the number of full-time faculty has not expanded since 1997 with a full-time appointment at Rock Creek. In contrast, the number of part-time staff has grown over the past 4 years from 8 to 12 (See Appendix #3). This disproportionate ratio has contributed to increasingly frequent cases of compensating PT faculty for full-time work as well as asking some FT faculty to

assume teaching overloads as a result of insufficiently qualified instructors to teach specialized courses such as biomedical ethics.

During fall term 2008, the philosophy department had 35 enrolled sections with only 40% (14 sections) taught by 3 full-time faculty. Being that there are only 3 full-time instructors and a burden of 14 sections indicates that the existing full-time instructors are being asked to carry a larger burden that exceeds their regular course load of 4 sections per term. As a basis for comparison with the staffing ratios of other departments at PCC consider the staffing ratios of some similar departments in the same division (See Appendix #4):

Department	Enrolled Sections for Fall 2008	Number of Sections Taught by Full-Time Instructors	Full-Time Staffing Ratio
Anthropology	15	8	53.3%
Economics	29	18	62.1%
History	63	37	58.7%
Psychology	88	43	48.9%

For reasons such as these we believe that the PCC philosophy department is long overdue for the appointment of an additional two full-time faculty appointments.

3) Through the growth of the department, we recognize a continued need for the personal & professional development of the department's full-time and part-time instructors. The growing number of adjunct faculty has made this need especially evident and we intend to continue to act as a forum for coordinating and strengthening our shared efforts to better serve the students of PCC. Beyond the formal tasks of our required meetings we plan on broadening our informal interactions. Some possibilities include facilitating a larger discussion pertaining to a particular issue and/or meeting up more frequently for off-campus events.

4) Lastly, we will continue to scrutinize the current course offerings and assess whether they are sufficiently meeting the needs of students in a fashion that is consistent with the mission of PCC as well as the philosophical cannon. Assessing the current offerings, we recognize a greater trend toward encouraging critical student engagement within the evolving social, political, economic, and moral landscape. In addition to helping those students who wish to pursue advanced study in philosophy, we will continue to build on the philosophy department's role in the campus community as a prominent component to social change through civic engagement.

Appendix #1: Course Content and Outcome Guides

Date: 30-MAY-2007
Posted by: Curriculum Office
Course Number: **PHL 185**
Course Title: **Computer Ethics**
Credit Hours: 3
Lecture hours: 30
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Discusses ethical and social issues around the use of computer technology. Computer use has created unique ethical issues not addressed in traditional ethics for computer professionals and even casual computer users, it is imperative not only to explore what we can do with computer technology, but our ethical responsibilities in using that technology. CIS 185 and PHL 185 cannot both be taken for credit.

Intended Outcomes for the course

On completion of this course the student should be able to:

- Explain alternative conceptions of ethics and the relevance of ethics to information technology
- Discuss the codes of ethics for information systems professionals
- Present alternative models for ethical decision making
- Illustrate competence using Internet sources in academic presentations to be in compliance with intellectual property rights
- Discuss the ethical issues that often arise in computer technology:
 - Virtual property (moral status of that idea)
 - Governing and Regulating the Internet
 - Free Speech and Content Control in Cyberspace
 - Privacy at home and at work
- Discuss the moral implications of increased reliance on computer technology on American society.
 - Quality of information
 - The impact of the Digital Divide
- Write coherent, clear arguments and responses.

Outcome Assessment Strategies

In satisfying the assessments, students must demonstrate the ability to present clear ethical arguments using verbal and written communication skills. Students must demonstrate the ability to obtain, evaluate, and analyze information from the Internet and other sources.

Other assessment choices include:

- Verbal and / or Written case study analysis.
- Individual or group projects.
- Class presentations.

- Quizzes and/or examinations.
- In-class interactive role-plays.

Course Content (Themes, Concepts, Issues and Skills)

All the major themes should be addressed. The minor themes are ideas for developing the major ones, but don't all have to be covered.

Ethical Paradigms

- Rules-based ethics
- Virtue-based ethics
- Care-based ethics
- Social Justice-based ethics

Professional Ethics and Responsibilities

- Codes of ethics
- Legal considerations

Ethics, Computers and the Internet

- History
- Copyright and intellectual property rights
- Identity theft
- Hackers
- Electronic commerce
- Quality of information
- Ownership of domain names
- Governing and Regulating the Internet
- Free Speech and Content Control in Cyberspace

Ethics and Electronic Mail

- E-mail privacy
- Problems / benefits of e-mail conflict resolution
- Spam and instant messaging

Impact of Computers on Privacy

- Definitions and Theories
- Personal Information on the Internet
- Consumer Privacy on the Internet
- Medical Privacy
- Privacy as Censorship
- Privacy and Internet Architectures
- Searching for Solutions
- Cookies
- Civil liberties vs. protection from terrorism
- Impact centralization of information and security compromises
- Government's "right" to collect information about its citizens

- Industry's insertion of privacy compromising features like:
 - Software that reports to manufacturer without consumer's knowledge
 - "Black boxes" in cars that record information about the driver

Security in the Computer Age

- Trespass in Cyberspace
- Encryption
- Securing Electronic Commerce

Computers and society

- Computer addiction
- Political communication
- Information Overload
- Social consequences of "online education"
- Impact of computers on leisure time
- Impact of computers on children
- Nation of strangers
- Interpersonal relationships in the computer age
- Employment issues
- Artificial intelligence
- Visions of the Future

Access to Computer Technology

- Digital divide
 - Race issues
 - Gender issues
 - Socio-economic issues
 - Disability issues
 - Age Issues
- Competition
- Government intervention

Date: 18-AUG-2008
Posted by: Curriculum Office
Course Number: **PHL 191**
Course Title: **Analysis & Evaluation of Argument**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Analyzing arguments, recognizing arguments when they occur, discerning simple logical patterns of argument, extracting arguments from the contexts in which they occur, restating them in clear and concise terms and clearing away needless language in formulating arguments.
Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description

There are no prerequisite courses. The student must be able to read and write fairly well, e.g., must be able to read and comprehend newspaper editorials.

Intended Outcomes for the course

Students completing this course should be able to:

- Recognize arguments and to distinguish premises from conclusions.
- Recognize the point of view of the author of an argument.
- Write clear, sympathetic paraphrases of arguments from actual discourse.
- Use simple patterns for valid argument as tools for analysis.
- Analyze passages involving complex arguments, multiple arguments and counter-arguments.
- Form judgments about the strengths and weaknesses of arguments.
- Write coherent, clear arguments and counter-arguments.

Course Activities and Design

The course will be conducted in the standard classroom setting. It will involve lectures, discussions, and many short quizzes.

Outcome Assessment Strategies

Grades will be based on regular quizzes, homework, and other written material. Any other requirements will be discussed the first week of classes.

Date: 18-AUG-2008
Posted by: Curriculum Office
Course Number: **PHL 195**
Course Title: **Critical Thinking: Science & the Occult**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Introduces scientific method, assessment criteria for scientific observations and explanations and the difference between genuine and bogus science. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description

Many students beginning college today have little formal training in the sciences and, thus, know little of what scientists do or of the criteria by which scientific observations and explanations are assessed. As a result, few students know how to evaluate the kind the kind of scientific information they daily read about and hear. For example, few are capable of assessing the information provided in newspapers and magazines about the discovery of a causal connection between some form of cancer and some previously unsuspected chemical agent.

This lack of familiarity with science is all the more unfortunate since students are confronted with a seemingly endless list of bogus scientific claims - claims which purport to be the result of serious scientific investigation but which are nothing more than a clever combination of fiction and fact couched in scientific sounding jargon. Many students do not possess the skills necessary to notice that there is a difference between genuine and bogus scientific claims.

The purpose of this course is to teach the student what scientific method is and how genuine scientific research (e.g., that of the psychologist or the astronomer) differs from pseudo-scientific charlatanism (e.g., the observations and explanations of the psychic or the astrologer).

This is a three credit hour course that meets three lecture hours per week for one term. It will transfer to most four-year colleges and universities in the Oregon State System of Higher Education. The student should contact a PCC Department Advisor and/or the receiving

institution with respect to the specific transferability and application of credit.

There are no prerequisite courses and the student need have no background in the sciences or mathematics. However, the student should be able to read and write at the level necessary to enter WR 121.

Intended Outcomes for the course

Students completing this course should be able to:

- Read and assess media reports of scientific studies to recognize:
 - the basic ideas at the heart of science: theory, hypothesis, explanation, cause, correlation,
 - the importance of control in scientific investigation,
 - the difference between applied and theoretical science,
 - the significance of statistical concepts as they apply to scientific studies.
- Design a well controlled scientific experiment.
- Distinguish between physical and social sciences.
- Distinguish between genuine and pseudo-science.

Course Activities and Design

The course will be conducted in the standard classroom setting. It will involve lectures, discussions, tests and papers.

Outcome Assessment Strategies

Grades will be based on regular quizzes, homework, and other written material. Any other requirements will be discussed the first week of classes.

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 197**
Course Title: **TV & The Presentation of Reality**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Thoughtful and critical look at television programming. Includes news, entertainment programming and commercials. Emphasizes thinking, talking and writing about what students see on TV and reflecting on how television influences their images of themselves and their reality. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to

- Recognize and describe audio and video techniques that are used in TV programming and other forms of media to capture their attention and influence their thoughts and feelings.
- Recognize, discuss, and write about values messages and assumptions that are embedded in TV programming and other forms of electronic media content.
- Recognize, discuss, and write about biases that are present in television and other electronic media sources of news and information.
- Recognize discuss, and write about aesthetic issues raised by television entertainment programming and other forms of electronic entertainment and recreation (e. g., video games).

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers.
- Student presentations.
- Class and small group discussions.
- Portfolios.
- Service learning projects.
- Attendance.

Course Content, Themes, Concepts, Issues

The course will focus on the following topics and issues:

- Awareness of audio and video technique.

- "Reading" television programming and other forms of media messages (i. e., Media Literacy).
- Television programming (including TV News) and other media presentations as constructed interpretations of reality.
- Values implications of television programming and other media content.
- Aesthetic issues pertaining to TV programming and other media content.
-

Competencies and Skills

Students will learn to:

- Analyze, discuss, and write about TV programming and other forms of media content.
- Think critically about TV programming and other media content.
- Identify and evaluate values content of TV programming and of other media content.
- Make informed judgments about the aesthetics of TV programs and other media forms.

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 201**
Course Title: **Philosophical Problems**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Introduces metaphysics and the theory of knowledge via the works of important figures in the history of philosophy. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to:

- Recognize the philosophical assumptions that are embedded in the students' own ideas and in the ideas that permeate our culture.
- Reflect on and evaluate the philosophical assumptions that are embedded in the students' own ideas and in the ideas that permeate our culture.
- Recognize and reflect on the interconnectedness of and the historical development of these ideas.

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers.
- Student presentations.
- Class and small group discussions.
- Portfolios.
- Service learning projects.
- Attendance.

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on the following topics and issues with a primary focus on the Western philosophical tradition:

- Metaphysics.
- Epistemology.
- What is a philosophical question?

- How have some historically significant philosophers (including, but not limited to Socrates, Plato, Aristotle, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Russell, Wittgenstein) responded to philosophical questions?
- Epistemological and metaphysical issues that are raised in other areas of philosophy (e. g., ethics, philosophy of religion, aesthetics, philosophy of science, etc.)

Competencies and Skills

Students will learn to:

- Comprehend philosophical writings.
- Paraphrase, illustrate, and explain ideas contained in philosophical writings.
- Critique and challenge philosophical ideas.
- Write philosophically coherent arguments.

Date: 02-OCT-2008

Posted by: Curriculum Office

Course Number: **PHL 202**

Course Title: **Introduction to Philosophy: Elementary Ethics**

Credit Hours: 4

Lecture hours: 40

Lecture/Lab hours: 0

Lab hours: 0

Special Fee:

Course Description

Studies attempts by philosophers to account for the difference between right and wrong, for the notion of moral obligation and to answer the question: How should we lead our lives.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to

- A. Recognize the philosophical assumptions about moral issues that are embedded in the students' own ideas and in the ideas that permeate our culture.
- B. Reflect on and evaluate the philosophical assumptions about moral issues that are embedded in the students' own ideas and in the ideas that permeate our culture.
- C. Recognize and reflect on the interconnectedness of and the historical development of these ideas.

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- A. Essays in the form of in-class exams, short papers, or term papers.
- B. Student presentations.
- C. Class and small group discussions.
- D. Portfolios.
- E. Service learning projects.
- F. Attendance.

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on the following topics and issues with a primary focus on the Western philosophical tradition:

- A. Meta-ethics (or Ethical Theory).

- B. Normative Ethics.
- C. What is the philosophical significance of core ethical concepts such as good, evil, right, and wrong?
- D. How have some historically significant philosophers (including, but not limited to Socrates, Plato, Aristotle, Epicurus, Spinoza, Hobbes, Locke, Hume, Kant, Bentham, Mill, Moore, Ayer) responded to philosophical questions concerning morality?
- E. Epistemological and metaphysical issues that are raised in connection with Ethical Theories (such as, Are Ethical claims knowledge claims? In what ways do persons differ from other sorts of entities?)

Competencies and Skills

Students will learn to:

- A. Comprehend philosophical writings dealing with morality.
- B. Paraphrase, illustrate, and explain ideas contained in philosophical writings dealing with morality.
- C. Critique and challenge philosophical ideas dealing with morality.
- D. Write philosophically coherent arguments concerning ethical theories and issues.

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 204**
Course Title: **Philosophy of Religion**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Examines the existence and attributes of God, faith, reason and mysticism, religion and science, religion and morality, religious language and life after death from the perspective of the philosopher. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description

There are no prerequisite courses. However, this course involves a great deal of difficult reading. Thus, the student must be able to follow complex articles and to write fluently. This is primarily a readings course and will concentrate on the writings of major figures in this history of philosophy - from early Greek philosophers to contemporary writers.

Intended Outcomes for the course

Students completing this course should be able to:

- Recognize, reflect on, and evaluate philosophical concerns that are raised by classic and contemporary discussions of some of the following issues: proofs for the existence of God, the case for atheism, the relation of faith and reason, the relation between science and religion, the relation between morality and religion, the problem of evil, the miraculous, religious experience, God's attributes, the existence of the soul and life after death, differences and similarities between the world's major religions.
- Reflect on and evaluate the philosophical assumptions about religious issues that are embedded in the students' own ideas and in the ideas that permeate our culture.
- Recognize and reflect on the interconnectedness of and the historical development of these ideas.

Course Activities and Design

The course will involve lecture and discussion.

Outcome Assessment Strategies

Grades will be based on essay examinations and other written material. Any other requirements will be discussed the first week of classes.

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 205**
Course Title: **Biomedical Ethics**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Designed primarily for nursing and other health care students. Focuses on applying ethical concepts to the situations and dilemmas nurses and other health care workers confront in their professional roles. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to:

- Identify and discuss the moral issues that often arise in a health care setting, including: paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing.
- Analyze and discuss situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy.
- Recognize, analyze, and (where possible) resolve the sorts of moral dilemmas that arise in health care professions.
- Apply the concerns raised by major ethical theories to the analysis and resolution of moral dilemmas.
- Apply the codes of ethics for health care workers and patients, where relevant, to the analysis and resolution of moral dilemmas.
- Recognize the impact of legal and religious considerations on the resolution of practical and moral problems
- Write coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.

Course Activities and Design

This course will be presented by means of lecture and discussion sessions. Guest speakers and audio-visual presentations will be included when appropriate.

Outcome Assessment Strategies

Grades will be based on:

- a. Take home and/or in-class quizzes.
- b. Several short position papers or essays designed to encourage the development and presentation of the student's views on issues discussed in the course.
- c. Participation in classroom discussions.

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 206**
Course Title: **Introduction to Environmental Ethics**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Investigates the ethical questions that pertain to human choices regarding the environment. Some of the questions addressed include: Do non-human animals have rights? What is the environment and do we have an obligation to protect it? What is the proper ethical balance between economic and environmental concerns regarding natural resources? Does the present generation have an ethical obligation to preserve a healthy environment for future generations? Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description

Recommended: College level reading and writing ability

Intended Outcomes for the course

Students completing this course should be able to:

- Identify and discuss the moral issues that arise in contemporary discussions and debates about environmental concerns.
- Apply the concerns raised by major ethical theories to the analysis and resolution of these moral issues.
- Apply the skills of critical reading and critical thinking to discussions and writings about environmental concerns.
- Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.

Outcome Assessment Strategies

(CASE STUDIES, GROUP PROJECTS, INDIVIDUAL PROJECTS, QUIZZES, TEST)

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, and term papers
- Short-answer exams
- Student presentations

- Class and small group discussions
- Participation

Course Content (Themes, Concepts, Issues and Skills)

The course content will include some of the following themes:

- Animal Rights
- Environmental Holism
- Deep Ecology
- Ecofeminism
- Social Ecology
- Direct Environmental Action
- Environmental Sustainability

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 207**
Course Title: **Ethical Issues in Aging**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become more familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in caring for the elderly. Students will learn how to identify ethical issues in caring for the elderly and become more proficient in ethical decision making in order to render well-reasoned ethical decisions regarding care for the elderly. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to:

- identify ethical issues/dilemmas that arise in caring for the elderly,
- utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas,
- understand the impact legal and cultural frameworks have on ethical decision-making in caring for the elderly.

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers,
- Short-answer exams,
- Student presentations,
- Class and small group discussions,
- Attendance and participation.

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following ethical questions that arise in caring for the elderly:

- What should the aging and dying experience be like?
- What is futile care?
- Are assisted-suicide and euthanasia appropriate end-of-life care options?
- What role should hospice and palliative care play in end-of-life care?
- What is the appropriate use of artificial nutrition and hydration in end-of-life care?
- How should decision-making conflicts be resolved in end-of-life care?
- How should society structure health care for the elderly?

Competencies and Skills

Students will learn to do the following:

- Examine a clinical or social situation and identify ethical issues/dilemmas
- Discuss clinical or social situations from ethical point of view
- Devise and justify ethical responses to identified situations
- Evaluate discussions of identified ethical issues/dilemmas

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 208**
Course Title: **Political Philosophy**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Introduction to and analysis of political theories and concepts through study of the works of major figures in the history of political philosophy from Plato to the present. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to

- Identify major figures in political philosophy with particular political philosophical ideas
- Appreciate the significance of certain political philosophical ideas within their historical context
- Read and critically assess writings within the philosophy of politics
- Apply theory to current political issues

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, and term papers
- Short-answer exams
- Student presentations
- Class and small group discussions
- Portfolios
- Service Learning projects
- Attendance

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following topics and issues as they apply to philosophical concerns that arise in the political context:

- Philosophical perspectives on politics
- The contributions of significant philosophers (including but not limited to some of the following: Plato, Aristotle, Aquinas, Augustine, Hobbes, Locke, J. S. Mill, Thomas Jefferson, Marx, Engels, Lenin)
- The philosophy of some of the following: the *polis*, the *cosmopolis*, utilitarian liberalism, contract theory, natural rights, civil rights, justice, individualism

Competencies and Skills

Students will learn to:

- Comprehend philosophical writings
- Paraphrase, illustrate, and explain ideas contained in philosophical writings
- Critique and challenge ideas within the scope of political philosophy
- Write philosophically coherent arguments

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 209**
Course Title: **Business Ethics**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Designed primarily for students of business and related fields. Reviews some historical and contemporary ethical theories and ethical issues that arise in several aspects of business, such as, management, use of computers, marketing, accounting, and doing business in an international setting. Includes the social responsibilities of corporations, the rights of workers, truth in advertising, the environmental impact of doing business, affirmative action in hiring, sexual harassment in the workplace, respect for cultural differences, and the responsibilities of the individual in the corporate setting. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to

- Recognize and identify Ethical issues that arise in a business context
- Apply relevant Ethical theories and concepts to Ethical issues that arise in a business context
- Devise and justify approaches for dealing with Ethical dilemmas that arise in a business context
- Analyze and evaluate discussions of Ethical issues and approaches to Ethical dilemmas that arise in a business context

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in class exams, short papers, or term papers
- Short-answer exams
- Student presentations
- Class and small group discussions
- Portfolios
- Service learning projects
- Attendance

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following topics and issues as they apply to Ethical concerns that arise in a Business context:

- Recognizing Ethical issues and dilemmas
- Ethical theories and other approaches to Ethical decision making
- The role of reason in Ethical decision making
- Analyzing and responding to case studies concerning
- Management and employment decisions
- The use of computers
- Marketing
- Accounting
- Doing business in an international setting

Competencies and Skills

Students will learn to do the following with respect to the context of Business:

- Examine a situation and recognize Ethical issues that arise in it
- Discuss issues from Ethical point of view
- Devise and justify Ethical responses to situations
- Analyze and evaluate discussions of Ethical issues and concerns

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 210**
Course Title: **Introduction to Asian Philosophy**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Introduces the non-dualistic philosophies of India, China, Japan, and South East Asia, which offer a complementary approach to Western traditions in logic, ethics, epistemology, and metaphysics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description

The course is designed to outline philosophical principles and themes central to Indian and Asian thought, and to trace the evolution of these ideas which resulted from the various cultures through which they passed. Toward this end, the course will incorporate cultural aspects of the philosophical traditions studied, which both shape and express their distinct world views.

Intended Outcomes for the course

Students completing this course should be able to

- Recognize and identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought
- Identify and explain foreign terms and concepts in each tradition
- Recognize and reflect on cultural influences that have shaped their own intellectual perspectives, concepts, and values
- Recognize and reflect on cultural perspectives which differ from their own

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in class exams, short papers, or term papers
- Short-answer exams
- Student presentations
- Group and individual projects
- Class and small group discussions
- Portfolios

- Service learning projects
- Participation in field trips
- Attendance

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following topics and issues:

- The non-dualistic philosophies of India, China, Japan, and South East Asia
- Comparison of the above traditions to Western traditions in logic, ethics, epistemology, and metaphysics
- The interplay between philosophical ideas and other cultural aspects of the civilizations that give rise to them

Competencies and Skills

- Students will learn to do some or all of the following:
- Read and analyze primary and secondary source literatures from Asian traditions
- Reflective reading, listening, thinking, writing, and speaking about Asian philosophical traditions
- Extrapolate from philosophical ideas to situations that arise in students= own lives
- Discuss and write about the cultural influences that have shaped their own intellectual perspectives, concepts, and values

Date: 08-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 211**
Course Title: **Existentialism**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

This course will investigate existential philosophy from the 19th Century to the present. Students will become familiar with the different branches of existentialist thought and the influence existentialism had on philosophy, literature, and culture in the 19th and 20th Centuries. Philosophers that will be studied include, but are not limited to, some of the following: Kierkegaard, Nietzsche, Heidegger, Camus and Sartre. Prerequisite: Placement into WR 121 and placement into RD 90

Addendum to Course Description

Prerequisites: Placement into WR 121 and placement into RD 90.

Intended Outcomes for the course

This course is organized so that students can encounter philosophers that have asked some of the most profound philosophical questions in contemporary intellectual history. The encounter with some of these ultimate questions will help students think critically about their own place in existence and society. This course will enable students to focus on abstract concepts in a dynamic and interactive manner. Students will develop skills in critical reading, critical thinking, and communication skills, as well as sharpening their philosophical perspectives on life.

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, and term papers
- Short-answer exams
- Student presentations
- Class and small group discussions
- Reading Journals
- Participation

Course Content (Themes, Concepts, Issues and Skills)

The course content will include some of the following themes:

- Existential Anxiety
- Existential Faith
- Subjectivity
- Nihilism
- Existential Affirmation
- Being and Time
- Being and Nothingness
- Existential Freedom and Responsibility

Date: 02-OCT-2008
Posted by: Curriculum Office
Course Number: **PHL 221**
Course Title: **Symbolic Logic**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Propositional notation and truth value analysis of simple and compound statements. Includes quantificational notation and deductive techniques for determining consistency and validity. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to

- Recognize and use formal methods (e. g., Propositional Calculus and Predicate Calculus) for analyzing statements and reasoning
- Use formal methods for assessing the consistency of statements and the validity of arguments
- Have the ability to reflect on and discuss the scope and limits of a formalized and mechanical approach to the analysis of reasoning

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Graded homework assignments
- Short-answer exams
- Student presentations
- Class and small group discussions
- Essays or term papers
- Attendance

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following topics:

- Propositional Calculus
- Predicate Calculus

- Truth Tables
- The evaluation of arguments expressed in Predicate Calculus
- The scope and limits of a formal approach to the analysis of reasoning

Competencies and Skills

Students will learn to:

- Translate English statements into the language of Propositional and Predicate Calculus
- Use Truth Tables to assess the consistency of Propositional Calculus statements and the validity of arguments expressed in Propositional Calculus
- Use one of the standard tests (e. g., Natural Deduction or Truth-Trees) to assess the validity of arguments expressed in Predicate Calculus
- Demonstrate knowledge of the scope and limits of formalized and mechanical approaches to the analysis of reasoning

Date: 02-OCT-2008
Posted by: Rita Hennessy
Course Number: **PHL 222**
Course Title: **Philosophy of Art and Beauty**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Introductory course exploring individual and cultural assumptions about the nature of art and aesthetic expression. Applies a philosophical approach to the study of art forms from many world cultures. In seminar/workshop format, the class involves the study of a variety of media and genres, with possible field trips to museums, galleries gardens, and performing arts events. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

Students completing this course should be able to:

- read and critically assess writings within the philosophy of art
- understand the issues around which aesthetics as a discipline is organized
- recognize and understand cultural perspectives in aesthetics which differ from their own.

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers
- Short-answer exams
- Reading and field trip journals
- Attendance and participation in class discussions and student presentations

Course Content (Themes, Concepts, Issues and Skills)

The course will focus on some or all of the following themes:

- The nature of art, works of art, and aesthetic contemplation
- Art as an archetypal response to human experience
- Habitat, geography, and culture as determiners of artistic media
- The functions art has fulfilled in human culture for millennia: Art for Intervention, Art for Affiliation, Art for Documentation, Art for Aesthetic Contemplation

- Major theories in Western Aesthetics: Mimetic, Pragmatic, Emotionalist, and Formalist
- Standards of taste, interpretation, and the arts.
- The role of the critic, consumer, and gallery in shaping aesthetic experience
- The social and political context of art

Competencies and Skills

Students will learn to:

- Read, analyze, and discuss philosophical writings on aesthetics
- Critique and challenge philosophical and cultural perspectives in aesthetic judgment
- Write in a style which is original, coherent, and convincing about works of art and issues in aesthetic theory

Date: 30-MAY-2007
Posted by: Curriculum Office
Course Number: **PHL 298**
Course Title: **Independent Study: Philosophy**
Credit Hours: 4
Lecture hours: 40
Lecture/Lab hours: 0
Lab hours: 0
Special Fee:

Course Description

Advanced, individualized study in areas of philosophy not considered in other courses to meet special interests or program requirements. Complete a term project and readings approved by the instructor. Recommended: prior study in philosophy and instructor permission.

Addendum to Course Description

Specific aspects of this course are left to the discretion of the Instructor.

Intended Outcomes for the course

Students completing this course should be able to

- Recognize the philosophical assumptions embedded in the students' own ideas about the issues addressed in the course
- Read and critically assess writings within the area of philosophy addressed in the course
- Discuss and reflect on the area of philosophy addressed in the course

Outcome Assessment Strategies

Assessment strategies will include some of the following:

- Graded homework assignments
- Short-answer exams
- Student presentations
- Class and small group discussions
- Essays or term papers
- Attendance

Course Content (Themes, Concepts, Issues and Skills)

- The specific content of the course will be determined by the instructor.

Competencies and Skills

Students will learn to:

- Comprehend philosophical writings
- Paraphrase, illustrate, and explain ideas contained in philosophical writings
- Critique and challenge ideas within the scope of the specific topic within philosophy the course addresses
- Write philosophically coherent arguments

Appendix #2: Faculty Professional Development Summaries

John Farnum

"My interests in the past five years have taken me in a variety of directions, most notably in curriculum development, college service, and philosophical pursuits:

1) *Curriculum Development*: I developed two classes that I have enjoyed teaching and they have both been well received. The first was PHL 206: Introduction to Environmental Ethics, which is also included within the Green Building Certificate curriculum; the second was PHL 211: Existentialism, which has been an absolute joy to teach each time I engage the students in the process of transformative thinking.

2) *College Service*: The last two years I have served the Sylvania Campus as the Teaching and Learning Center's Co-Director. This position has been important in the development of connections outside of my normal channels and has led to numerous contacts within the college community that I have found significantly meaningful. I also have served on hiring committees for the Nursing Department and for the Sylvania Dean of Instruction that have helped me foster ties within the campus community.

3) *Philosophical Pursuits*: I have been focusing the last five years on developing a phenomenology of technology that incorporates aspects from the class on existentialism along with the philosophy of one of my mentors, Professor Andrew Feenberg. I organized a session on Feenberg's recent work at the Eastern Division of the American Philosophical Association meeting in New York City, edited a special edition of the journal *Techne* devoted to Feenberg's work, and presented a paper in Athens, Greece on my examination of the phenomenological dialectic of technology."

Andy Simon

"During my last sabbatical I wrote two essays: an extended one called "Science and Pragmatism" and a shorter one called "From Perpetual Peace to Perpetual War." I made a presentation at the TLC of a selection from the former. I have used parts of the latter as course material for my Political Philosophy course. Over the last two summers I learned how to use the Dreamweaver web design software and have used it to rebuild my Instructional Website. I continue to develop and incorporate new material into my website."

Michael Warwick

"My own development over the past three years has followed two paths. The first has led to a greater involvement of the students in class discussions, classroom presentations and group discussion. This was partly in response to the need to provide a wider variety of classroom experience for students since the advent of the four credit hour class, and especially for classes meeting once per week for four hour sessions. It was also partly in response to requests from

students themselves both to me personally and in their class evaluations. I have devised a number of different strategies for structuring these discussions all of which are proving promising. The second path represents a kind of journey down memory lane. It is now almost twenty years since the end of my twenty-year career teaching high school chemistry. These days I find myself reading as much writing on scientific matters (far beyond my initial first degree in physical sciences) as I do philosophy and this is reflected in the direction my own philosophical interests have taken me towards naturalism. The influence of science on philosophical thought, and empiricism in general, has given rise to an honorable tradition, and in my own view, a constructive and productive one. I have come to value the further development of that tradition, and its focus on epistemology, in all of my own courses on metaphysics (PHL 201), the philosophy of religion (PHL 204), ethics (PHL 202), and scientific methodology (PHL 195).”

Martha Bailey

“My work beyond the classroom in the last few years has focused on the Cascade Teaching Learning Center, the new Religious Studies class, the helping devise an Honors Program for PCC, and learning about and promoting work on Asia. Related to the Philosophy Program, I helped encourage and guide student attendance at the annual Undergraduate Philosophy Conference at Pacific University, and continue to encourage students to consider developing a Philosophy Club at Cascade, something that has yet to get off the ground. In directing the TLC at Cascade, I have been involved in planning and carrying out a variety of programs for faculty, and continue to work on finding a model for mentoring new faculty that will function effectively. I have also attended several conferences to collect more ideas for developing part-time faculty in particular. In relation to Religious Studies, a new discipline for PCC, I was invited to develop the course proposal, and once it was approved, did curriculum development, including attending a seminar sponsored by the Wabash Center for Teaching and Learning in Theology and Religion. Along with teaching the course, I have been serving on an ad hoc task force at Portland State University to develop a Religious Studies minor there; my role has been to represent the community college perspective in terms of course integration and transferability. I have been serving as a member of the committee working to develop a viable Honors Program for PCC, something that should be of benefit to all of our academically advanced students. In relation to Asia, I serve on the Asian Studies Committee, attended the Summer Institute for Intercultural Communication seminar on India, and was chosen to go on a (now postponed) CIEE Study Trip to South India. In addition, almost two years ago now, I served on the search committee to find a new dean for the Liberal Arts and Mathematics Division at Cascade.”

Steve Carey

“I’ve recently completed a 4th edition of A Beginner's Guide To Scientific Method. Last Fall I wrote a paper on the "hard problem" of consciousness - arguing that the problem is well on the way to being solved by neuroscience. It's now circulating among a few philosophers whom I hope can tell me what I've missed and where I've gone wrong. Judging by what I've been

reading my main philosophical interests seem to be in the mind-body problem and recent critiques of religion.”

Chris Cayton

“In 2003 I took a two-year leave of absence from teaching to return to doing research. With my background in philosophy, my research focused on how the development of rites, doctrines and representations in the Judeo-Christian-Islamic tradition has led to the violence we see in the world today. In 2005 I was awarded the “Diplome d’Etudes Approfondies” in ancient and medieval history, from the University of Paris-Sorbonne. What I learned from that experience has had a profound effect on the courses I teach here at PCC.

From 2006 to 2008 I served on the faculty of the University of Phoenix, teaching on-line courses in critical thinking and world religions. The experience was both painful and useful. It was painful because I found that highly standardized curriculum and pedagogical methods are not responsive to student’s needs. It was useful because I acquired valuable skills in managing on-line courses and facilitating on-line discussions. This summer I will be taking advantage of a PCC staff development opportunity to learn “Blackboard,” which I am anxious to begin using in my classes.

Lastly, in an effort to take full advantage of the resources that PCC has made available in classrooms, I have been revising all of the courses I teach and creating Power-Point presentations that incorporate visual aids and internet technology. I have found that using this technology has greatly enhanced my ability to communicate and engage student’s interest in learning fundamental course concepts.”

Shirlee Geiger

“I have continued to be excited about the possibilities for innovations in teaching philosophy afforded by online technology. I began in 2005 by putting two of my classes in hybrid form – PHL 209 Business Ethics and PHL 204 Philosophy of Religion. I gradually experimented with what worked and what didn’t work, soliciting lots of student feedback. I have now found ways to organize the interface between online and face-to-face activities, and have developed an array of assignment options through online tools, that enable me to accommodate a broader variety of learning styles and life styles than I was ever able to before. I have created online adjuncts to most of the courses I teach, and will be finishing the work to create online components for the last two “old-style” classes this summer.

As my colleagues are no doubt tired of hearing, my greatest enthusiasm is for the structured dialogue that online discussion boards make possible. The kinds of things that are shared on a discussion board are different than in-class conversations. Funny, poignant, intimate, and thoughtful posts are standard. While there have been some of the predictable miscommunications (which are standard with online conversations), these have been easily managed. Much more

frequent is online expression of comfort, empathy, or congratulation on a point well made. MANY more people participate online than in classroom conversations. And the ability to THINK about a reply before posting has made for a higher quality of exchange. I am a dedicated fan of online possibilities, and remain fascinated by as yet unexplored potential.

For the academic year 2008-2009 I have also served on PCC's Faculty Assessment Council. I wish I had been helped to think systematically about assessment earlier in my career. I find the current research and conversations about assessment very helpful. Specifically, I have been transformed by the idea that the student is the first and most important "audience" of assessment information. Instead of thinking of grading an assignment as something that demonstrates learning AFTER the learning has been done, I now think about assessment as a vital part of a learning feedback loop, alerting both student and instructor of what to do next. It's been a lot of meetings.... But the transformation in my understanding and practice has been profound."

Rita Hennessy

"Although I cannot claim any foreign travel or papers presented in the past few years, my professional development has been through facilitating student mentoring activities on and off campus. Given that community colleges are typically non-residential, students have fewer opportunities for informal conversations about their course work, either with their instructors or other students-- the crucial social networking that encourages them to stay in college. So I look for ways to encourage such activities, whether through home based supper seminars or other off campus field trips. One such effort this past Winter Term, was arranging scholarships for a small group of students from my Philosophy of Religion Class to attend a lecture given in Salem by author and former OSU professor, Marcus Borg, a member of the internationally known "Jesus Seminar." In April of this year, I also helped organize a group of eight students to attend the 13th Annual Undergraduate Philosophy Conference at Pacific University. Some of the students arranged to car pool, and take advantage of hotel reservations I had made in advance at The McMenamins Grand Masonic Lodge in Forest Grove. This economically reasonable Bed and Breakfast proved a wonderful environment for extended conversations about their career plans, their course work at PCC, and about the Conference itself. For me, such informal activities have always offered a stimulus for expanding my personal scholarship, and keep me ever mindful of the challenges and contingencies of students' real life situations."

Steve Jolin

"As a part-time instructor, I have for many years pursued both academic interests in philosophy, and a more worldly career in government and business. In the years since our last program review, I have decided to turn more attention to teaching, and less to business, and accordingly have taught as many as two or three four-hour courses per term. This shift has brought me into more regular, uninterrupted involvement with both ideas and students, and seems to be working well. A major interest for me has been the preparation and teaching of a new class in Existentialism, a field in which I have deep intellectual roots, having written my master's thesis

and doctoral dissertation on the philosophy of French existentialist Gabriel Marcel. The class follows a general course design I helped a colleague prepare a few years ago as he took the initiative to introduce the course into the PCC Philosophy curriculum.”

Brandi Parisi

“I have been in broadcasting for over twenty years, and for six years was a nationally-syndicated host/producer for Public Radio International. I began teaching philosophy at PCC in Spring 2008. In the year since, I’ve continued to work in broadcasting, as a classical music producer and announcer. To that end I have recently been invited to guest lecture at Oregon State in the fall, on “Music and Transcendence,” based both on my work in Asian philosophy and music. I will be taking courses in macro and micro economics in the summer to bolster my work in Environmental Ethics, and I’m strongly considering the M.A. program in Environmental Science at PSU. This year I have had two students from my Asian philosophy classes take internships in Japan, and one take an internship in Korea, and I recently accompanied members of my Environmental Ethics class to see a lecture at Linfield College by prominent philosopher Michael Nelson.”

Matt Stockton

"In recent years I have been dedicating more time to strengthening my interest in media literacy and promoting it beyond the philosophy classroom. These efforts have included giving presentations at the PCC Anderson Conference (“*Critical Thinking and the Culture Industry: Teaching Critical Thinking to Community College Students*”), the Northwest Institute for Social Change (“*A System of Enablers: Understanding the Evolution of Infotainment, Politics, and Propaganda*”), and the Oregon Association of Marriage and Family Therapy Conference (“*Integrating Multimedia as a Means for Contextual Assessment and Treatment in Marriage & Family Therapy*”). I have also been involved with the nonprofit group Media Think which advocates critical thinking for youth and society at large. In 2006, I completed a master's degree in Counseling Psychology from Lewis & Clark College and opened a private practice working primarily with couples and individuals. While eclectic in its composition, my theoretical approach integrates a strong emphasis on existential considerations as a basis for deriving greater authenticity and courage in the people I work with. Furthermore, I have found that my experiences in counseling have greatly enriched my ability to better serve students in the philosophy classroom including the attainment of professional experiences that are relevant to the teaching of biomedical ethics. Most recently I have been busy leading the efforts of the philosophy SAC in our construction of the 2009 program review."

Appendix #3: Student Testimonials

“In the late 80's and early 90's when I first attended community college I was a terrible student. Coming from a family who provided little encouragement, and virtually no financial support for my education, I found myself working full time on the night shift, taking classes during the day, and going out to the bars regularly. By the time I finally dropped out, my GPA was barely passing. I kept thinking I would return to school one day, but it was not until the period of high unemployment in 2002, when I was laid off from my job, that I finally made the move to give college another try.

When I began taking classes at Cascade and Sylvania, I was a returning student, after over a decade out of school, again working full time, with a goal of transferring to a local university for a Bachelor's Degree. I found the adjustment difficult, but I earned A's and left PCC with a high GPA and a better sense of myself. I got a job at the Student Health Center at PSU in 2003 and began attending classes shortly thereafter. Since then, as a single parent of a beautiful 4 year old daughter, I have continued my education while working full time as the Office Manager of the English Department. This term I will complete a BA Degree with a double major in Philosophy and Arts & Letters, and a minor in English. Even after all those horrible grades twenty years ago, it is with pride that I can present a major GPA of 3.72, accomplished while working as a full time administrator and over half-time student.

Looking back, I credit the philosophy courses I took at PCC as a major turning point. Although going back to school played a large part in redefining myself, it was philosophy, in particular, that benefited me the most. The context of the courses interested me in a way that other classes had not, and I found almost everything I learned from them useful in my personal and professional life. Because of this awakened interest, I developed better study habits, devoting more time to reading and writing. I was fortunate to take classes with Rita Hennessy and Shirley Geiger, both of whom supported and challenged me in a way that kept me going. These classes prepared me for the greater challenge of the upper division courses at PSU. I have come to appreciate the relevance of undergraduate studies in philosophy to all academic disciplines, and would hope to see PCC's Philosophy Program strengthened and expanded.”



Amyl Freeberg

“The content and the quality of instruction were excellent. The skills these courses promote--critical thinking, formulation of argument, thoughtful examination of issues--have helped me advance in my professional career. Learning how to wrestle with deep philosophical problems translates very well into the business world where problems one encounters require quick, correct thinking--an invaluable skill in the pragmatic, results-oriented world. I continue to pursue philosophical understanding, in part for its own sake, participating in and often moderating two serious discussion groups in Portland--the Portland Philosophy Group, and the Intellectual Cafe. I also am exploring the possibility of pursuing further formal education in philosophy.”



Goran Markovic

“I began to pursue my associate degree at PCC Sylvania after 4 years in the US Coast Guard. I was 25 years old and the year was 1979. That was a long time ago. I do, however, remember my educational goals and aspirations and how they were fulfilled at PCC. I took a lot of philosophy classes because of the intellectual challenge. One of the most important (and fun) classes I took was Critical Thinking. In the CT class we were taught to identify argument types, what worked about them, what logic was employed, and how the arguments failed when scrutinized according to critical thought. We were assigned to collect real world examples in our everyday reading of newspaper and magazines, watching and listening to TV and radio news. It was the most enlightening class I've ever taken and has helped me through my life to be a keen listener and a critical thinker. I remember thinking at the time that CT should be mandatory in grade school. Children would benefit for a lifetime learning to discriminate early in a world of so full of advertising, brand building, and fallacious political argument. It has helped me make life decisions, to be a better manager of programs and staff. That class helped me succeed at Reed College where I received my BA. In fact I don't believe I would have tried to get into Reed had I not felt so prepared by the philosophy classes at PCC.”



Marianne Brogan

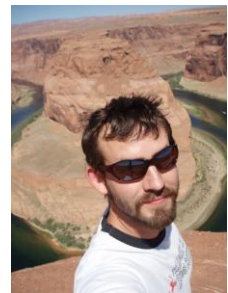
“If I remember correctly I took two PCC philosophy classes, one was an introduction into philosophy and the second was a logics class. Each class affected me profoundly. I remember one particular lesson, from my intro class, about perception and perspective. The instructions were clear: describe the classroom and say where the room started from. The answers from my other classmates were... well, mind blowing. Twenty some odd students came up with various answers, some similar, some different but none were the same. And I had thought that the question about the room was fairly benign and uninteresting. This for me lead to thoughts of the boundaries of reality and that perhaps reality was fluid rather than fixed and then I could choose what was real and what was important. I pondered: what different choices were available to me by deciding that the wall of my classroom started in the interior rather than the exterior. I then ventured and applied this reasoning to more complex questions; questions concerning my career, my relationships and my life in general.

After PCC, I furthered my education and I ended up getting a degree in contemplative psychology (which is rooted in Eastern philosophy). From there I completely changed my reality and decided to teach English in South America for a while. So far it has been a wise choice.”



Ory Browne

“Without a doubt, the Philosophy classes at Portland Community College have changed my perspective on the world. They have encouraged me to look deeper and to see the world through other people’s eyes. Many times throughout the term, I found myself saying, “Wow! I never thought of that approach to this situation!” My professor led our class to see that our cultural norms often determine what is right and wrong regardless of the justice of those norms. By studying the works of early philosophers, our class journeyed to the source of belief systems still in use today, and with them our biases and ethics. As I embark on my career as a registered nurse, I will take these experiences from the Portland Community College philosophy classes and use them to look beyond my own perspective when facing the difficult decisions I will have to make daily. Thanks to Philosophy, I have become more aware of my own perspectives as well as those of the people around me. The practice I had in Philosophy has helped me to grow in new directions and for that I am grateful.”



Jason Phillips

“Looking back, my early studies in Philosophy at PCC impacted my career as a Philosopher in two ways. First, most of my research has been spent trying to make headway into the early questions that puzzled me at PCC. I’m still doing research in Epistemology and Political Philosophy. My interest in these areas came from courses, an independent study with Prof. Simon, and Andy constantly lending me books. But I suppose the second, and most important way PCC affected me as a Philosopher is that I am still in the hunt for what PCC could not offer. My logic course, while fine, did not focus on formalisms and did not get much past Venn Diagrams. This led me to further work in Logic. Also, PCC could not offer expansive course work in, say, Ancient Philosophy, or American Pragmatism (that may have changed). Further, being at PCC gave me the following career goal: get into a position to be Andy’s replacement after he retires.”

Jim Soto

Appendix #4: Institutional Statistics

See Attached Excel Files