

SYLLABUS REQUIREMENTS: ELEMENT 3

Instructions: All syllabi for GE courses must include the following two sections:

1. General Education Goals
2. Student Learning Outcomes

General Education Goals: The required GE goals for Block III courses are listed below. Instructors may copy/paste these goals directly into syllabi.

Student Learning Outcomes: (revised for fall 2010). The *approved, core set* of student learning outcomes is listed below for each course in this GE Element. Instructors may copy/paste these SLOs directly into syllabi. These are the *core set* of SLOs that must appear on every syllabus, for every section of a GE course. Instructors may add to this core set other SLOs that are specific to their sections.

ELEMENT 3: ARTS & HUMANITIES

GENERAL EDUCATION GOALS FOR ARTS & HUMANITIES COURSES

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works. (Goal six)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)

COURSE SPECIFIC STUDENT LEARNING OUTCOMES (revised for fall 2010)

All Writing Intensive Courses:

For all writing intensive courses this student learning outcome should be added to the core set of outcomes:

1. Demonstrate a writing process that produces effective documents appropriate to course level. *SLO may be reworded to fit course*

3A: ARTS

ART 200: Art Appreciation

Goal 1. To identify components of artistic appreciation:

1. Students will discriminate among different elements of artistic works when presented with visual samples.

Goal 2. To visually examine works of art, artists, and art historical periods, and styles:

1. Students will detect common attributes in works of the same era and evaluate differences between works of art in different eras.
2. Students will interpret the differences between different forms in art, artists, and artistic periods.
3. Upon viewing artworks from various styles and periods in history, students will use critical thinking to identify various artists, artworks, periods, and historical surroundings in which they were created.

Goal 3. To become familiar with major artists and artworks from the western and/or non-western artistic traditions:

1. Students will identify major works by leading artists in all traditions, western and non-western artistic styles and periods.
2. Students will evaluate major artists' historical, social, and cultural significance.
3. Students will discern the purpose of the appreciation of art within a certain culture and period of time.

In this course the student will be able to:

1. Use relevant information in order to gain knowledge and solve problems relating to an understanding and appreciation of art.
2. Clearly express a point of view and develop it with awareness of alternatives relating to art history and the creation of artworks.
3. Identify and generate ideas using critical thinking concerning artworks.
4. Demonstrate an understanding of the methods for creating works of art.
5. Demonstrate conceptual understanding of art history throughout the ages of western and non-western art history.
6. Evaluate, critique, and integrate works of art from major artistic periods in order to appreciate art historic periods in Western and Non-Western global regions.

BEM 350 Cinema History I

Students will:

1. Identify the influence of social, political, cultural and technological innovations in the development of cinema between 1890-1945. (*Comprehension*) Assessment: Multiple Choice Objective Exam. GE Goal: 6.
2. Analyze specific cinematic works in their social and historical contexts between 1890-1945. (*Analysis*) Assessment: Prompt Papers. GE Goal 2, 6.
3. Identify and integrate knowledge from approved academic and film industry sources that will deepen their understating of a specific film or cinematic work and inform them about historical issues of cinematic importance. Assessment: Critical Review. GE Goal: 2, 7, 8.
4. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (*Clarity of Expression*) Assessment: Prompt Papers, Critical Review. GE Goal: 2, 6, 7, 8.

BEM 351, Cinema History II

Students will:

1. Identify the influence of social, political, cultural and technological innovations in the development of cinema between 1945-present. Assessment: Multiple Choice Objective Exam. GE Goal: 6.
2. Analyze specific cinematic works in their social and historical contexts between 1945-present. Assessment: Prompt Papers. GE Goal 2, 6.
3. Identify and integrate knowledge from approved academic and film industry sources that will deepen their understating of a specific film or cinematic work and inform them about historical issues of cinematic importance. Assessment: Critical Review. GE Goal: 2, 7, 8.
4. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (*Clarity of expression*) Assessment: Prompt Papers, Critical Review. GE Goal: 2, 6, 7, 8.

ENG 335/335W: Modern Drama

Students will:

1. Analyze the formal elements of several plays.
2. Understand drama in relation to its intellectual and cultural contexts.
3. Express clearly in writing the central ideas of the course.
4. Evaluate the aesthetic choices employed in a particular production.
5. Apply, both theoretically and practically, multiple dramatic techniques studied in the course.

HUM 124: Humanities and the Search for Meaning *(passed GE 2.13.14)*

The student will:

1. Identify and describe basic human qualities as revealed in works of literature, visual art and music (Comprehension).
2. Define and employ relevant critical terms, to identify selected artists and their works, and to interpret these works in the context of the creative process and the creative potential of human beings (Comprehension, Formal Analysis, Contextual Analysis).
3. Use formal, structural and other interpretive concepts to explain selected works of literature, visual art and music to discover what they reveal about the creation, development and transformation of human values (Comprehension, Formal/Structural Analysis).
4. Discuss human experiences and values in selected works of literature, visual art and music through the consideration of major themes in written essays that are clearly formulated, grammatically correct, and stylistically competent (Comprehension, Expression, Contextual Analysis).
5. Illustrate through written work the development of a major theme, concept, or issue from several of the works studied (Integration Across Course).

HUM 226: The Search for Meaning: The Ancient World *(Passed GE 2.13.14)*

The student will:

1. Demonstrate knowledge of the content and form of selected Western and non-Western art, music and literature since antiquity through the Middle Ages (Comprehension).
2. Interpret works of art, music and literature according to appropriate religious, historical, social, and cultural contexts (Contextual Analysis).
3. Apply particular methods of interpretation (new critical, archetypal, deconstructive, etc.) to discover and articulate meaning in the arts (Formal/Structural)
4. Consider the contribution of selected works of literature, art, music and other forms of expression to the human search for meaning in a series of polished reflection papers. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Clarity of Expression, Contextual Analysis)
5. Integrate through written work concepts from various media and from different cultures and ages to address issues of personal, societal, or universal importance (Integration Across Course, Contextual Analysis); and illustrate through written work the development of a major theme, concept, or issue from several of the works studied (Integration Across Course)

HUM 228: The Search for Meaning: The Modern World *(Passed GE 2.13.14)*

The student will:

1. Demonstrate knowledge of the content and form of selected Western and non-Western art, music and literature since the Renaissance (Comprehension).
2. Interpret works of art, music and literature according to appropriate religious, historical, social, and cultural contexts (Contextual Analysis).
3. Apply particular methods of interpretation (new critical, archetypal, deconstructive, etc.) to discover and articulate meaning in the arts (Formal/Structural, Clarity of Expression).
4. Consider the contribution of selected works of literature, art, music and other forms of expression to the human search for meaning in a series of polished reflection papers. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Clarity of Expression, Contextual Analysis)
5. Integrate through written work concepts from various media and from different cultures and ages to address issues of personal, societal, or universal importance (Integration Across Course, Contextual Analysis); and illustrate through written work the development of a major theme, concept, or issue from several of the works studied. (Integration Across Course).

HUM 300: Humanity in the Postmodern Age *(Passed GE 2.13.14)*

The student will:

1. Analyze through written work the essential humanistic problems and complications of twentieth and twenty-first centuries (Comprehension and Clarity of Expression).
2. Critically examine major modern and postmodern works of literature, art, drama, film, and music (Contextual Analysis).
3. Understand and analyze the humanistic concepts of twentieth and twenty-first century and apply them to modern and post-modern problems and works of art, literature, drama, film, and music (Comprehension, Contextual Analysis, Theoretical Application).
4. Examine and evaluate the various aesthetic and cultural movements of the twentieth and twenty-first centuries in historical context (Comprehension, Context, and Theoretical Application).
5. Differentiate and evaluate in written work modern and postmodern perspectives as expressed in works of art, literature, drama, film, and music. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Integration Across the Course; Clarity of Expression).

MUH 171: Music Appreciation

1. Students will demonstrate accurate, clear, and precise comprehension of different musical elements when presented with an audio example.
2. Students will express ideas and common attributes in works of the same era and evaluate differences between works of different eras.
3. Students will provide accurate, relevant, and precise analysis of different styles, techniques, and methods.
4. Students will locate works, cultural movements and demonstrate awareness of context through history.

MUH 271: Jazz History

1. Students will demonstrate comprehension of significant jazz pieces by title, genre/style period, and performer or composer (whichever is relevant), when presented with an audio sample of a work.
2. Students will provide accurate analysis of common attributes in works of the same genre and discriminate between works of differing genres.
3. Upon hearing a new piece, students will locate the era in which the work was performed and identify who the performer or composer of the piece might be.
4. Students will differentiate between major styles, performance practices, and structural elements in jazz. They will do so in clearly formulated and grammatically accurate sentences
5. Students will appraise the implications of a performance practice based on improvisation in addition to (or in place of) reading music notation.
6. Students will evaluate the importance of many of the leading figures in jazz history, knowing essential biographical information about them, associating them with significant recordings and performances, and being able to discuss their contribution to the development of jazz.
7. Students will compare the social context of the 20th century to the development of the jazz idiom.

MUH 272: Music Literature

1. Students will demonstrate comprehension of major musical works by composer and title identification when presented with an audio sample of a work.
2. Students will analyze stylistic features in works of the same era and recognize differences between works of differing eras. They will do so in clearly formulated and grammatically accurate sentences.
3. Students will identify the major genres and forms in classical music and be able to locate particular musical works in relation to these genres and forms.
4. Upon hearing a new piece, students will apply critical thinking to evaluate the work, identify when it was composed and make an educated guess about the works' composer.
5. Students will demonstrate an understanding of how to identify major works by important composers through skills in listening and methods of analysis.
6. Students will integrate relevant information about the composers' compositional and stylistic innovations, basic facts about their lives, and their general historical significance.

MUH 273: Survey of American Popular Music

1. Students will demonstrate an accurate understanding of the origins and development of American popular music to the cultural, social, political, and economic trends and values that contributed significantly to the development and/or evolution of the music under study.
2. Students will provide accurate analysis of various styles and genres of American popular music.
3. Students will accurately integrate relevant information regarding the influence of the music and the musicians involved in American popular music, particularly their lives and general historical significance. They will do so in clearly formulated and grammatically accurate sentences.
4. Students will demonstrate comprehension of the timbre differences between instruments when presented with a recording from one of the pieces discussed in the course.

THE 100: Introduction to Theater

After taking this course, students will be able to:

1. Demonstrate comprehension of the temporal nature of theatre and the role of the audience
2. Demonstrate comprehension of theatre terminology and basic performance spaces
3. Demonstrate an understanding of methods used by theatre artists to create the collaborative art form of live theatre
4. Analyze a play to reveal the elements of dramatic structure, distinguish its genre, and place it in context with the human experience
5. Analyze the unique aesthetic choices employed in a particular production
6. Integrate and apply concepts learned in class to express a logical, clearly formulated critical response to a theatrical production

THE 135: Acting I (*passed GE 2.24.15*)

At the end of this course students will:

1. Demonstrate an increase in comfort using the body and voice in performance. (GE Goal 8)
2. Apply appropriate acting vocabulary to analysis and rehearsal. (GE Goal 6)
3. Apply critical thinking and analysis techniques to play texts and movement. (GE 2 & 7)
4. Create a well-developed character. (GE Goal 6 & 7)
5. Collaborate effectively with peers using the standards of Theatre's profession to rehearse and create a scene. (GE Goal 8)
6. Learn and perform scenes and monologues from classic and world theatrical literature (GE Goal 2, 6, 7 & 8)

THE 390: Theatre History I (*Passed GE 2.24.15*)

At the end of this course the student will be able to:

1. Articulate different theories regarding how and why theatre may have evolved (Goal two)
2. Define and use theatre terminology from different time periods and countries (Goal seven)
3. Analyze the values, cultural context and aesthetic qualities of plays from different time periods and countries (Goal six)
4. Differentiate the characteristics of various artistic movements and how they define artistic truth (Goal seven)
5. Analyze and articulate the effect of world events on the development of artistic movements (Goal seven)
6. Analyze and articulate the relationship between past and present theatre practices (Goal eight)
7. Integrate knowledge of historical periods and Socio/Cultural development to form a critical analysis of aesthetic works (Goal eight)

THE 391: Theatre History II (*Passed GE 2.24.15*)

At the end of this course the student will be able to:

1. Define and use theatre terminology from different time periods and countries (Goal seven)
2. Analyze the values, cultural context and aesthetic qualities of plays from different time periods and countries (Goal six)
3. Differentiate the characteristics of various artistic movements and how they define artistic truth (Goal seven)
4. Analyze and articulate the effect of world events on the development of artistic movements (Goal seven)
5. Analyze and articulate the relationship between past and present theatre practices (Goal eight)
6. Integrate knowledge of historical periods and Socio/Cultural development to form a critical analysis of aesthetic works (Goal eight)

3B: HUMANITIES

AFA 201/201W: The African Experience

Students will be able to:

1. Demonstrate an ability to communicate effectively by applying skills in reading, writing, speaking, and listening, and through appropriate use of information technology.
2. Recognize and distinguish the diverse historical, social, economic, political, and cultural experiences within African societies.
3. Integrate knowledge that will deepen their understanding of the historic (mis)conception and positioning of Africa within the global community and effects on global relationship.
4. Recognize, examine and apply the central themes and concepts that determine the social construction of African world-view (with emphasis on art, religion, literature, and music).
5. Recognize and analyze the ways in which the knowledge/understanding of other cultures prepares them for effective participation in a global world.

ENG110: Introduction to Literature *passed GE 2/10/16; CAA 3/24/16*

Students will:

1. Identify and comprehend key passages in literary texts (Comprehension)
2. Develop an appreciation of a variety of literary texts
3. Analyze key concepts and features of literary texts (Formal/Structural Analysis)
4. Integrate concepts from different literary texts (Integration Across Course)

ENG/ENV 208W: Literature and the Environment

1. Students will analyze the implications of their own assumptions regarding nature and humans for their self-understanding, relations with others and mode of being in the world.
2. Students will examine ways in which literature has dealt with the physical environment, concentrating especially on examples of narrative and nonfictional prose, and poetry.
3. Students will construct in-depth definitions of key terms such as sustainability, environment, zero-waste, CFO, and others.

ENG 210/210W: Enjoying Literature

Students will:

1. Identify and comprehend key passages in literary texts (Comprehension)
2. Analyze key concepts and features of literary texts (Formal/Structural Analysis)
3. Compose written responses to literary texts in received standard English (Clarity of Expression)
4. Integrate concepts from a variety of literary texts (Integration Across Course)

ENG 211/211W: Survey of World Literature I

Students will:

1. Identify and comprehend key passages in pre-eighteenth-century literary texts (Comprehension)
2. Analyze key concepts and features of literary texts (Formal/Structural Analysis)
3. Compose written responses to literary texts in received standard English (Clarity of Expression)
4. Integrate concepts from a variety of literary texts from different time periods and cultures (Integration Across Course)

ENG 212/212W: Survey of World Literature II

Students will:

1. Identify and comprehend key passages in post-seventeenth-century literary texts (Comprehension)
2. Analyze key concepts and features of literary texts (Formal/Structural Analysis)
3. Formulate written responses to literary texts in received standard English (Clarity of Expression)
4. Integrate concepts from a variety of literary texts from different time periods and cultures (Integration Across Course)

ENG/APP 365/365W: Appalachian Literature

1. Students will analyze the varied and complex cultural traditions of Appalachian communities through the study of literary texts and related visual and performance arts. (GE Goals 2, 6)
2. Students will analyze aesthetic elements in products of material culture that are original, experimental, and often different from aesthetic traditions of mainstream culture and explain how those aesthetic values are integrated into particular Appalachian communities. (GE Goals 2, 6, 7, 8, 9)
3. Students will examine socio-political issues within Appalachia as well as between Appalachia and state and federal agencies and the unique experiences and concerns of particular Appalachian groups within the U.S. as they are reflected in various aesthetic forms. (GE Goal 8)
4. Students will delineate perspectives of historically marginalized groups in Appalachia as expressed in art forms. (GE Goal 9)

FCC 210: Topics in Culture:

Students will demonstrate the ability to:

1. Identify certain important works and movements, ideas, people and places, and events from the cultural history of the peoples of the selected culture, as seen in cinematic works.
2. Analyze a selection of those works and movements both on their own terms and as they represent the spirit of this culture.
3. Integrate their knowledge to discuss particular periods and aspects of cultural history.
4. Analyze differences and similarities between aspects of the selected culture and their own.
5. Integrate concepts in the course and write clear, accurate, well-organized essays on selected cultural topics for a term project, using a variety of online, off-line, and audio-visual sources and materials.

FCC 220: French Culture and Civilization

Students will demonstrate the ability to:

1. Identify certain important works and movements, ideas, people and places, events (and some dates) from the cultural history of the French.
2. Analyze in clear, correct English, a selection of those works and movements both on their own terms and as they represent the French spirit.
3. Integrate their knowledge to discuss a particular period in French cultural history, explaining to what extent individual cultural elements are the products of the age.
4. Analyze differences and similarities between aspects of French culture and aspects of their own.
5. Integrate concepts in the course and write clear, accurate, well-organized essays on selected cultural topics for a term project, using a variety of online, off-line, and audio-visual sources and materials.

FCC 222: German Culture and Civilization

Students will demonstrate the ability to:

1. Identify certain important works and movements, ideas, people and places, events (and some dates) from the cultural history of the German people.
2. Analyze a selection of those works and movements both on their own terms and as they represent the German spirit.
3. Integrate their knowledge to discuss a particular period in German cultural history, explaining to what extent individual cultural elements are the products of the age.
4. Analyze differences and similarities between aspects of German culture and aspects of their own.
5. Integrate concepts in the course and write clear, accurate, well-organized essays on selected cultural topics for a term project, using a variety of online, off-line, and audio-visual sources and materials.

FCC 226 - Hispanic Culture & Civilization

Students will demonstrate the ability to:

1. Identify selected important works and movements, ideas, people and places, (and some dates) from Hispanic cultural history. (*comprehension*)
2. Analyze in clear, correct English, a selection of those works and movements both on their own terms and as they represent the Hispanic spirit. (*Analysis*)
3. Integrate knowledge to discuss a particular period in Hispanic cultural history, explaining to what extent individual cultural elements are the products of the age. (*integration*)
4. Analyze differences and similarities between aspects of Hispanic culture and aspects of their own. (*Analysis*)
5. Integrate concepts in the course and write clear, accurate, well-organized essays on selected cultural topics for a term project, using a variety of online, off-line, and audio-visual sources and materials. (*clarity of expression; integration*)

FCC 227: Japanese Culture and Civilization

Students will demonstrate the ability to:

1. Identify certain important works and movements, ideas, people and places, events (and some dates) from the cultural history of the Japanese peoples.
2. Analyze in clear, correct English, a selection of those works and movements both on their own terms and as they represent the Japanese spirit.
3. Integrate their knowledge to discuss a particular period in Japanese cultural history, explaining to what extent individual cultural elements are the products of the age.
4. Analyze differences and similarities between aspects of Japanese culture and aspects of their own.
5. Integrate concepts in the course and write clear, accurate, well-organized essays on selected cultural topics for a term project, using a variety of online, off-line, and audio-visual sources and materials.

HUM 124: Humanities and the Search for Meaning *(Passed GE 2.13.14)*

The student will:

1. Identify and describe basic human qualities as revealed in works of literature, visual art and music (Comprehension).
2. Define and employ relevant critical terms, to identify selected artists and their works, and to interpret these works in the context of the creative process and the creative potential of human beings (Comprehension, Formal Analysis, Contextual Analysis).
3. Use formal, structural and other interpretive concepts to explain selected works of literature, visual art and music to discover what they reveal about the creation, development and transformation of human values (Comprehension, Formal/Structural Analysis).
4. Discuss human experiences and values in selected works of literature, visual art and music through the consideration of major themes in written essays that are clearly formulated, grammatically correct, and stylistically competent (Comprehension, Expression, Contextual Analysis).
5. Illustrate through written work the development of a major theme, concept, or issue from several of the works studied (Integration Across Course).

HUM 226: The Search for Meaning: The Ancient World *(Passed GE 2.13.14)*

The student will:

1. Demonstrate knowledge of the content and form of selected Western and non-Western art, music and literature since antiquity through the Middle Ages (Comprehension).
2. Interpret works of art, music and literature according to appropriate religious, historical, social, and cultural contexts (Contextual Analysis).
3. Apply particular methods of interpretation (new critical, archetypal, deconstructive, etc.) to discover and articulate meaning in the arts (Formal/Structural)
4. Consider the contribution of selected works of literature, art, music and other forms of expression to the human search for meaning in a series of polished reflection papers. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Clarity of Expression, Contextual Analysis)
5. Integrate through written work concepts from various media and from different cultures and ages to address issues of personal, societal, or universal importance (Integration Across Course, Contextual Analysis); and illustrate through written work the development of a major theme, concept, or issue from several of the works studied (Integration Across Course)

HUM 228: The Search for Meaning: The Modern World *(Passed GE 2.13.14)*

The student will:

1. Demonstrate knowledge of the content and form of selected Western and non-Western art, music and literature since the Renaissance (Comprehension).
2. Interpret works of art, music and literature according to appropriate religious, historical, social, and cultural contexts (Contextual Analysis).
3. Apply particular methods of interpretation (new critical, archetypal, deconstructive, etc.) to discover and articulate meaning in the arts (Formal/Structural, Clarity of Expression).
4. Consider the contribution of selected works of literature, art, music and other forms of expression to the human search for meaning in a series of polished reflection papers. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Clarity of Expression, Contextual Analysis)
5. Integrate through written work concepts from various media and from different cultures and ages to address issues of personal, societal, or universal importance (Integration Across Course, Contextual Analysis); and illustrate through written work the development of a major theme, concept, or issue from several of the works studied. (Integration Across Course).

HUM 300/300W: Humanity in the Postmodern Age *(Passed GE 2.13.14)*

The student will:

1. Analyze through written work the essential humanistic problems and complications of twentieth and twenty-first centuries (Comprehension and Clarity of Expression).
2. Critically examine major modern and postmodern works of literature, art, drama, film, and music (Contextual Analysis).
3. Understand and analyze the humanistic concepts of twentieth and twenty-first century and apply them to modern and post-modern problems and works of art, literature, drama, film, and music (Comprehension, Contextual Analysis, Theoretical Application).
4. Examine and evaluate the various aesthetic and cultural movements of the twentieth and twenty-first centuries in historical context (Comprehension, Context, and Theoretical Application).
5. Differentiate and evaluate in written work modern and postmodern perspectives as expressed in works of art, literature, drama, film, and music. In written work, express ideas that are clearly formulated, grammatically correct, and stylistically competent. (Integration Across the Course; Clarity of Expression).

PHI 110/110W: Beginning Philosophy

After completing PHI 110, students should be able to:

1. Correctly define and use the relevant philosophical terminology.
2. Comprehend and clearly express basic philosophical problems (such as those concerning mind, knowledge, free will, and personal identity) and the main philosophical theories designed to solve them.
3. Comprehend and clearly express the main arguments of major classical and contemporary philosophers dealing with basic philosophical issues.
4. Comprehend and clearly express the key assumptions and values that undergird these arguments.
5. Identify the influence of historical, cultural, and individual contexts on the views and values of individual philosophers.
6. Evaluate the merit of various positions on basic philosophical issues.
7. Comprehend the philosophical methods of argument and thought experiments that have been used to test the main philosophical theories.
8. Use philosophical methods to critically analyze their own beliefs.
9. Integrate relevant philosophical concepts and theories with issues of personal and public importance.

PHI 130: Beginning Ethics

In PHI 130, students will:

1. Correctly define and use the relevant terminology of the academic study of ethics.
2. Comprehend and clearly express the main philosophical theories of ethics.
3. Comprehend and clearly express the distinct fundamental value assumptions of those theories.
4. Comprehend and clearly express the arguments of contemporary philosophers dealing with issues in applied ethics.
5. Comprehend and clearly express the key assumptions and values that undergird these arguments.
6. Identify the influence of historical, cultural, and individual contexts on the views and values of individual philosophers.
7. Evaluate the philosophical merit of various positions in theoretical and applied ethics.
8. Evaluate the merit of various philosophical arguments regarding particular moral issue.
9. Comprehend the philosophical methods of argument and thought experiments that have been used to test the main philosophical theories of ethics.
10. Use philosophical methods to critically analyze their own values, beliefs, and commitments.
11. Integrate knowledge of theoretical and applied ethics in such a way that their understanding of issues of personal and public importance is deepened.

PHI 130S: Beginning Ethics (Service Learning) *(Passed CAA 9.19.13)*

In PHI 130S, students will demonstrate the ability to:

1. Correctly define and use the relevant terminology of the academic study of ethics.
2. Comprehend and clearly express the main philosophical theories of ethics.
3. Comprehend and clearly express the distinct fundamental value assumptions of those theories.
4. Comprehend and clearly express the arguments of contemporary philosophers dealing with issues in applied ethics.
5. Comprehend and clearly express the key assumptions and values that undergird these arguments.
6. Identify the influence of historical, cultural, and individual contexts on the views and evaluate the philosophical merit of various positions in theoretical and applied ethics.
7. Evaluate the merit of various philosophical arguments regarding particular moral issues.
8. Comprehend the philosophical methods of argument and thought experiments that have been used to test the main philosophical theories of ethics.
9. Use philosophical methods to critically analyze their own values, beliefs, and commitments.
10. Integrate knowledge of theoretical and applied ethics in such a way that their understanding of issues of personal and public importance is deepened.

As a Service Learning course, students in PHI 130S will also:

11. Learn how to effectively integrate ethical theories and everyday experience
12. Strengthen interpersonal skills, i.e., communicating with understanding, insight, and empathy.

PHI 240/240W: Philosophy of Religion

In PHI 240, students will demonstrate the ability to:

1. Correctly use the relevant terminology of the academic study of philosophy of religion.
2. Comprehend and clearly express the main philosophical arguments for and against the existence of God.
3. Comprehend and clearly express the main philosophical arguments with respect to other issues in philosophy of religion, such as non-Western and feminist philosophies of religion, religious experience, human nature, and life after death.
4. Comprehend and clearly express the distinct fundamental value assumptions of the main philosophical arguments in philosophy of religion.
5. Identify the influence of historical, cultural, and individual contexts on the views and values of individual philosophers.
6. Identify the influence of historical, cultural, and individual contexts on religious belief and non-belief.
7. Evaluate the philosophical merit of various positions and arguments regarding issues in philosophy of religion.
8. Comprehend the philosophical methods of argument and thought experiments that have been used to test the main theories in philosophy of religion.
9. Use philosophical methods to critically analyze their own values, beliefs, and commitments.
10. Integrate relevant philosophical concepts and theories from philosophy of religion with issues of personal and public importance.

PHI 300/300W: Greek and Roman Philosophy

You will come away from this class with the ability to:

1. Comprehend and clearly express the main theories and arguments of the principal ancient philosophers;
2. Identify and explain the influence of historical, cultural, and individual contexts on the formation of those theories;
3. Critically evaluate the theories and arguments of ancient philosophers and the fundamental assumptions behind them;
4. Comprehend the philosophical methods of logical analysis, argument and thought experiments;
5. Use philosophical methods to critically analyze your own values, beliefs, and commitments in relation to the theories of ancient philosophy;
6. Integrate relevant philosophical concepts and theories from ancient philosophy with issues of personal and public importance.

PHI 320: Modern Philosophy

Students will be able to:

1. Comprehend and clearly express the main theories and arguments of the principal modern philosophers;
2. Identify and explain the influence of historical, cultural, and individual contexts on the formation of those theories;
3. Critically evaluate the theories and arguments of modern philosophers and the fundamental assumptions behind them;
4. Comprehend the philosophical methods of logical analysis, argument and thought experiments;
5. Use philosophical methods to critically analyze their own values, beliefs, and commitments in relation to the theories of modern philosophy;
6. Integrate relevant philosophical concepts and theories from modern philosophy with issues of personal and public importance.

POL 250: Introduction to Political Philosophy

1. Comprehend and evaluate alternative conceptions of the good and the just society.
2. Explain and assess different forms of political and economic systems.
3. Comprehend and evaluate competing views on the foundation, purpose, and scope of government and law.
4. Apply concepts and theories to specific political problems.
5. Comprehend basic methods commonly used in the discipline.
6. Integrate information, perspectives, and principles relevant to politics.

REL 301/301W: World Religions

In this course, students will be able to:

1. Correctly use the relevant terminology of religious studies.
2. Comprehend and clearly express the particular events, beliefs and practices that are distinctive of each of the world's major religious traditions.
3. Identify individual religious ideas, events and developments within the appropriate historical and geographical contexts.
4. Demonstrate an understanding of how religious belief-systems influence societal norms and behaviors.
5. Apply general typological categories (e.g., myth, ritual, symbol) for the purpose of analyzing particular historical examples of religious belief and practice.
6. Use appropriate methods of critical thinking to examine issues that arise in the academic study of religions.
7. Integrate knowledge of the world's religions with knowledge gained from other sources in order to make informed choices about issues of personal and public importance.

THE 390: Theatre History I (*Passed GE 2.24.15*)

At the end of this course the student will be able to:

1. Articulate different theories regarding how and why theatre may have evolved (Goal two)
2. Define and use theatre terminology from different time periods and countries (Goal seven)
3. Analyze the values, cultural context and aesthetic qualities of plays from different time periods and countries (Goal six)
4. Differentiate the characteristics of various artistic movements and how they define artistic truth (Goal seven)
5. Analyze and articulate the effect of world events on the development of artistic movements (Goal seven)
6. Analyze and articulate the relationship between past and present theatre practices (Goal eight)
7. Integrate knowledge of historical periods and Socio/Cultural development to form a critical analysis of aesthetic works (Goal eight)

THE 391: Theatre History II (*Passed GE 2.24.15*)

At the end of this course the student will be able to:

1. Define and use theatre terminology from different time periods and countries (Goal seven)
2. Analyze the values, cultural context and aesthetic qualities of plays from different time periods and countries (Goal six)
3. Differentiate the characteristics of various artistic movements and how they define artistic truth (Goal seven)
4. Analyze and articulate the effect of world events on the development of artistic movements (Goal seven)
5. Analyze and articulate the relationship between past and present theatre practices (Goal eight)
6. Integrate knowledge of historical periods and Socio/Cultural development to form a critical analysis of aesthetic works (Goal eight)