

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

**PROPOSAL TITLE:**  
 → Philosophy and Religion Major

**CHECK APPROPRIATE:**  UNDERGRADUATE     GRADUATE     SEMESTER HOURS

**SPONSOR(S):** → Dianne Ashton, Howard Cell, David Clowey, James Grace <sup>DVC</sup>

**DEPARTMENT/TELEPHONE #**

**CHECK ONE:**  COURSE     MINOR PROGRAM     CONCENTRATION     SPECIALIZATION

→  ACHIEVEMENT CERTIFICATE     CERTIFICATION PROGRAM     MAJOR PROGRAM

<p><b>Step #1 (Department)</b></p> <p><u>10/24</u> Approved (Date)</p> <p><input type="checkbox"/> Not Approved (Date)</p> <p><u>David Clowey</u> Dept. Curriculum Chr.</p> <p><u>10/24</u> Reviewed (Date)</p> <p><u>Lynne Hankinson Nelson</u> Dept. Chr.</p>	<p><b>Step #2 (Receipt)</b></p> <p>SCC# <u>97-98-208</u></p> <p><u>10-24-97</u> Date Received Senate</p> <p>_____ Senate Curriculum Chr.</p>	<p><b>Step #3 (School)</b></p> <p>Reviewed Date: <u>1/27/98</u></p> <p><input checked="" type="checkbox"/> Recommend to Approved</p> <p><input type="checkbox"/> Recommend NOT to Approve</p> <p>Forward for Open Hearing:</p> <p><input checked="" type="checkbox"/> WITHOUT Reservations</p> <p><input type="checkbox"/> WITH Reservations:</p> <p>Comments:</p> <p><u>Joy Wilkenburg</u> School Committee Chr.</p>
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**Step #4 (Academic Dean):**  Recommended     NOT Recommended     Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date \_\_\_\_\_

*[Signature]*

FEB 09 1998

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: \_\_\_\_\_ Approved by Curriculum Committee Date: \_\_\_\_\_

Returned to Sponsor(s) for the following reason:

S. 5 (Senate) Date announced/voted on at Senate \_\_\_\_\_ If voted on:  Approved     NOT Approved

Date forwarded to Executive Vice President/Provost \_\_\_\_\_

Senate Curriculum Committee chair Signature/Date: \_\_\_\_\_

**Proposal**

**Philosophy and Religion Major**

**Rowan University**

**1997**

Submitted by

Dianne Ashton  
Howard Cell  
David Clowney  
James Grace

**Proposal  
Philosophy and Religion Major**

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## Philosophy and Religion Major

### Narrative

During the academic year of 1996/97, faculty in the Department of Philosophy and Religion worked with Professor Julie Gowen, Chair of the Philosophy Department at Illinois State University, to develop a new interdisciplinary major in Philosophy and Religion. The proposed major is one aspect of an integrated plan for developing the program in Philosophy and Religion to reflect the centrality of our two disciplines to liberal education, our continued service to general education and other major programs, the expertise and experience of the department's current faculty, the minor in Philosophy, areas we have identified for future development through curriculum change and hires, national trends in higher education including trends in each of our disciplines, and the institutional goals established by *The Rowan Plan*.

The major we propose is intellectually sound and highly innovative, and it will serve as excellent preparation for a wide range of careers and professional/academic postgraduate education. In addition to providing a solid background in the history, methods, and theory of either Philosophy or Religion, the major provides interdisciplinary educational experiences within and beyond the traditional classroom setting. Two specializations, and interdisciplinary and applied educational experiences, will help students to acquire the *transferable skills* essential for success in virtually any career.<sup>1</sup> This is a 30 s.h. major, constituted by 18 s.h. in core courses in either Philosophy or Religion, 6-9 semester hours in interdisciplinary "Applied Focus" courses at the intermediate and upper levels, a minimum of 3 hours of general education electives in the discipline in which the student is not specializing, and an interdisciplinary Senior Seminar. As the foregoing indicates, the major requires a minimum of 12 semester hours of interdisciplinary study.

The implementation of the major in Philosophy and Religion is timely. First, national statistics indicate significant growth in the number of students seeking Humanities majors, including in these disciplines. The major we propose will provide excellent career preparation. *Careers for Philosophers* (Urbana-Champaign: American Philosophical Association, 1992) and *What Can I Do with a Major in...?* (Ridgefield, 1994) indicate that the primary professional programs philosophy graduates enter are business (MBA), law, medicine, and philosophy doctoral programs. Religion graduates enter theological schools (Th.M.), social work (MSW), law, and graduate religion studies (M.A., Ph.D.). The performance of Philosophy majors on standardized tests for entrance into graduate schools (GRE) and law schools (LSAT) is outstanding, and provides evidence that a major in Philosophy and Religion provides transferable skills

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<sup>1</sup>The transferable skills mentioned here are identified and discussed in more detail in the discussion of Mission and Goals.

and excellent preparation for postgraduate education in a variety of fields.<sup>2</sup> Students who major in philosophy and/or religion obtain employment in 1) state and local government; 2) administration/management (personnel, financial aid, and public relations) in health care, education, and not-for-profit organizations; 3) advertising; 4) business (management, sales, consulting, public relations, fund raising, systems analysis); 5) financial services (banking, stock broker); 6) insurance; 7) journalism; and 8) publishing/writing.

Second, the major represents an extension of a program and instructional unit that are already in place and of high quality. Many of the core courses required for the two specializations exist or are revised versions of courses that do. Most of these courses are designated as general education courses and highly subscribed, and a number are required or recommended by other major programs.<sup>3</sup> We will seek general education designation for a number of the revised and new courses. Given that most of these promote multicultural or international understanding, we expect to obtain that designation. Courses not so designated will nevertheless provide humanities credit to liberal arts students under the new general education plan, and we expect to recruit students from outside our major into these courses.

Finally, the implementation of the major will help Rowan to provide a premier undergraduate education. The major will contribute to an academic atmosphere which nurtures intellectual activity, for it will require the "rigorous intellectual effort" and foster the "love of scholarship" envisioned as part of the "New Campus Culture". Features of the major, including but not limited to its interdisciplinary nature and applied focus courses, will teach "... students how to access, sort, integrate, and synthesize... information", as called for in the section of the Rowan Plan devoted to Degree Programs (p. 19).

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<sup>2</sup> On the standardized test for entrance to graduate school (GRE) between Oct. 1999 and Sept. 1994, the performance of philosophy majors was outstanding. For example:

- cross-compared with Humanities areas, philosophy majors ranked **first** on verbal skills.
- cross compared with other Humanities areas and social science areas, these students ranked **first** on quantitative skills.
- cross-compared with all 123 undergraduate majors, philosophy students ranked **sixth** in combined verbal, quantitative, and analytic mean scores.

<sup>3</sup> A list of courses in Philosophy and in Religion that are required or recommended by other major programs is included in the section of this document devoted to Resources.

The integration of courses already available and new courses designed for this major provides an interdisciplinary major that is unique in its coherence, breadth, and depth. Our program, we believe, is as rigorous as any of the interdisciplinary models we have considered, and more innovative than many in several respects. Beginning, intermediate, and upper-level courses have been chosen or developed so that knowledge and skills are introduced and developed in a logical order, and we have followed the recommendations of the American Philosophical Association and the American Academy of Religion to develop course sequences that clearly delineate three levels of the major in terms of expectations and skills. Core courses in each specialization provide a solid background in the history, methods, and theory of either Philosophy or Religion. The intermediate “applied focus” courses are open to students at the intermediate level of *other majors* and will both allow students to apply the knowledge and methods of their major field of study and introduce them to the knowledge and methods of other disciplines.

Our hope is that as demand for this major grows, new courses to expand its strengths will be proposed by faculty members. Given the several new courses, and the department’s continued role in serving general education and providing courses required or recommended for other programs, there will be a need for faculty hires.

**Program Announcement Document**

Rowan University

October 1997

## Part I

### Abstract of Proposal

The Philosophy and Religion major proposed herein is an interdisciplinary program which will serve as excellent preparation for a wide range of careers and professional/academic postgraduate education. At the beginning and intermediate levels, core courses in each specialization (18 s.h.) introduce and develop knowledge, methods, and skills that lie at the heart of each discipline. They will enable students to effectively engage in interdisciplinary and applied courses at the intermediate and upper levels of the major.

Core courses in the Philosophy specialization include Introduction to Philosophy, Logic of Everyday Reasoning or Introduction to Symbolic Logic, Introduction to Ethics, and Knowledge and Reality I and II. These courses introduce the major subdisciplines of Philosophy: metaphysics, epistemology, ethics, social and political philosophy, and logic.

Core courses in the Religion specialization are World Religions I and II, Religion in America, New Religious Movements, What is Religion? and Native Traditions. These courses introduce the historical, sociological, and anthropological methods employed in Religion Studies.

Core courses in each specialization promote both multicultural and international understanding.

6-9 semester hours of interdisciplinary "Applied Focus" courses form the core of the intermediate level of the major. Applied focus courses emphasize the *application of methodologies and theories*, rather than subject matter, and they will be open to students who are at the intermediate level of any major. They are a concrete way to "broaden our conceptualization of teaching to incorporate learning opportunities that occur outside as well as inside the classroom" (Rowan Plan, p. 4), to create "learning communities" made up of faculty and students who are focused on integrating the theoretical and practical in cooperative research, and to foster civic responsibility.

Students in an intermediate "applied focus" course will use the knowledge and skills acquired in the first two years of study in their major programs to engage in activities and research relevant to a specific problem or issue -- for example, "Social Justice", "Religion and Science", or "Values and Technology". While the initial and final weeks of an applied focus course will include traditional (but, in this case,

interdisciplinary) seminar meetings, during the middle 8 weeks students will be engaged in research and activities outside the classroom that are approved and supervised by the instructor. Applied focus courses will typically involve students in research and activities linked to local concerns (environmental concerns or community agencies), broader social and ethical issues (ethics issues raised by business practices or biotechnologies), and/or multicultural or international issues (e.g., ideals of democracy). As with "Selected Topics" courses, the topic of an applied focus course will be chosen by a faculty member, approved by the department, and identified in the schedule.<sup>4</sup>

Students majoring in Philosophy and Religion will also be required to take at least 3 hours of their *general education electives* in the discipline in which they are not specializing.

The capstone Senior Seminar in Philosophy and Religion will allow majors to integrate their theoretical and applied learning experiences in an interdisciplinary seminar.

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<sup>4</sup>A list of possible problems and issues that we envision as topics for these courses is included in the Appendix.

Students who take 6 hours of applied focus courses, rather than 9, will be required to take an upper-level elective (300 level) in the discipline in which they are not specializing.



## Part I

### Mission and Goals

#### A. Objectives

The purpose of the proposed Philosophy and Religion major is to provide interested students with an interdisciplinary, substantive, and programmed course of study in two paradigmatic “liberal education” majors which will prepare them to be informed inquirers.

Informed inquirers have the background necessary to fulfill the liberal arts goal of becoming life-long learners and the basic *transferable skills* essential for virtually any career. Reflecting these things, graduates with a bachelor's degree in Philosophy or Religion have entered many white collar service areas, and our specializations and applied focus courses will help to ingrain these skills. *Informed inquirers* have the following characteristics:

- ◆ They have investigated some of the most difficult and contemporary problems faced by our society.
- ◆ They have explored the history and development of the Western intellectual and religious traditions, have learned about how these traditions have affected contemporary values and society, and have engaged in comparative analyses of non-Western intellectual and religious traditions.
- ◆ They have investigated some of the most basic questions human beings have always asked – questions which go to the core of trying to understand what it means to be a person, to live in society, and to be moral.
- ◆ They have developed the capacity to see the world from the perspective of other individuals and other cultures, and have a deepened sense of the meaning and variety of human experience.
- ◆ They have acquired a number of *transferable skills*.

*Transferable skills include the ability to analyze concepts, definitions, arguments, and problems; the capacity to organize ideas and issues; the capacity to deal with questions of value, and to appreciate value systems of other cultures; the ability to extract what is essential from masses of information; the ability to engage in research by utilizing data bases and other research resources; the ability to synthesize a variety of views or perspectives into a unified whole; the ability to present and express ideas in a clear and systematic manner. These skills promote the ability to recognize, understand, and solve problems; to establish reasonable*

*standards of evidence; and to recognize, formulate, and resolve differences due to a conflict of values or basic assumptions.*

## **B. Relation to the Rowan Plan**

Rowan's mission can most simply be stated as combining liberal education and career preparation. The skills and knowledge, and the objectives, just listed are obviously in keeping with this mission. The Philosophy and Religion major concretely implements a number of other goals established by the Rowan Plan:

- Core courses in each specialization promote both *multicultural and international understandings*.
- The major requires at least 12 hours of *interdisciplinary courses* and at least 6 hours of *educational experiences that extend beyond the classroom*.
- Applied focus courses are a concrete way to "broaden our conceptualization of teaching to incorporate learning opportunities that occur outside as well as inside the classroom" (Rowan Plan, p. 4) and a concrete way to create a *learning community* of faculty and students focused on integrating the theoretical and practical in cooperative research.
- Multidisciplinary and applied, the major is uniquely suited to help students acquire understanding of "the inter-relatedness and increasing complexity of societal challenges" (Rowan Plan, "Degree Programs") and to appreciate the applicability of the skills and knowledge acquired through liberal education to personal, social, and international issues.
- Finally, the major is directly relevant to *fostering a commitment to civic responsibility*. The integration of content in *all* aspects of the major to promote multicultural and international understandings, the topics on which applied focus courses will typically focus, and the transferable skills majors will acquire, will substantively contribute to students coming to have a commitment to improve their society and wider world, and to be responsible citizens of both.

The proposed program also carries out the state's master plan concerning the undergraduate experience. The strong interdisciplinary structure of the Philosophy and Religion major, and the emphasis at the intermediate and upper levels on interdisciplinary and applied educational experiences, will enhance campus climate by widening students' contacts and range of experiences at Rowan. The attention to skill development, reflected in the sequencing of courses and the senior capstone course, will improve learning.

## Part II

### Need for the Program

Student demand justifies the implementation of the major. National statistics indicate significant growth in the number of students seeking Humanities majors, including in these disciplines. The Philosophy and Religion major will serve as excellent pre-professional school preparation in several areas, including law, business (MBA), medicine, philosophy and religion doctoral programs, and the seminary. The performance of Philosophy majors on standardized tests for entrance into graduate schools (GRE) and law schools (LSAT) is outstanding,<sup>5</sup> and provides evidence that a major in Philosophy and Religion does provide transferable skills and excellent preparation for postgraduate education in a variety of fields.

A small but significant number of our best students each year have indicated that were a major in philosophy or religion available, they would choose it. Nearly all minors in philosophy are in this category, as are some with the concentration in philosophy and religion, and some who have left Rowan in order to major in philosophy or religion elsewhere.

In more general terms, the implementation of the major will help Rowan to provide a premier undergraduate education. It is a rare university which does not include a major program in one or both of these disciplines, and there is good reason. Philosophy and Religion majors contribute to an academic atmosphere which nurtures intellectual activity, requires "rigorous intellectual effort", and fosters the "love of scholarship" envisioned as part of the "New Campus Culture". Features of the major, including but not limited to its interdisciplinary nature and applied focus courses, will teach "... students how to access, sort, integrate, and synthesize... information", as called for in the section of the Rowan Plan devoted to Degree Programs (p. 19)

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<sup>5</sup> See footnote 2.

### Part III

#### Educational Program

##### A. Description of the program

The Philosophy and Religion major comprises core courses in two specializations which are either already designated as general education courses or for which this designation will be sought, "applied focus" courses at the intermediate and upper levels which will be open to students in other major programs, and proposed electives from the listings of courses customarily taught on campus. This reliance on courses already offered in the catalog attests to the practicability of the major.

The major is an integrated part of the program the department will offer. In addition to serving students who wish to major in Philosophy and Religion, or minor in Philosophy, the major has been designed to allow the department to continue to provide an integrated collection of courses and educational experiences serving (i) students enrolled in other major programs which require or recommend specific courses in Philosophy and/or Religion and (ii) students fulfilling general education requirements.

**B. Admission Requirements:** The Philosophy and Religion major **requires students to maintain a 2.3 GPA.**

The major will be available to transfer students in accordance with the state policy on full faith and credit allowance. Advising will be available to answer transfer students' questions about applying specific courses taken at other institutions to this major.

**C. Resources for required courses:** When we have replaced Professor Lynn Nelson, the five and three-quarters full-time faculty in the department will have the expertise to teach all required courses (though not, of course, to fulfill all the other aspects of our department plan at the same time). Other resources are also adequate.

**D. Training requirements:** The program involves no clinical training or internship components.

## Part IV

### Students

#### A. Primary sources:

We expect that the proposed major will attract about 10 students per year, reaching a total of 40-50 majors in 4 years. This expectation is based on three factors. First, over the past 10 years we have had a number of students express interest in a major program. Some of these have settled for our minor program currently in place, while others have actually transferred to colleges which offer a philosophy/religion major.

Secondly, we are planning to engage (in cooperation with the Admissions office) in an intensive recruiting program aimed at high school and community college students considering Rowan. We especially want to inform them of the various career options open to philosophy and religion majors (see Narrative, p. 1).

Thirdly, we are proposing a 30 s.h. major. Thus, students will be able to take a double major, combining philosophy and religion with a complementary discipline (e.g., English, Foreign Language, Sociology, History, or Political Science.).

#### B. Demographics:

No data available at the present time.

#### C. Counseling:

Student counseling and advisement will be offered through existing channels at Rowan for first year and transfer students. Additionally, members of our department will be actively involved with advising majors.

## Part V

### Faculty

#### Additional resources

Additional faculty resources necessary to implement the overall department plan, including the Philosophy and Religion major, include:

1 full-time, temporary 3 year line in Philosophy, at the rank of Assistant Professor.

1 full-time, temporary 3 year line in Religion, at the rank of Assistant Professor.

The proposed major in Philosophy and Religion is part of an integrated program of teaching and service to the university by the Department of Philosophy and Religion. In addition to the minor in philosophy and the concentration in philosophy and religion that the department now offers, we also direct the Liberal Studies major, and handle the advising for the American Studies track of that major (there are now 152 students in this major). We continue to serve the needs of other departments by offering a number of courses which their majors are required to take (see appendix F for a list of these courses.) In several cases the demand for these courses is growing. For example, in the next year we will have to add at least one and possibly two additional sections of Aesthetics to meet the needs of Art majors. Similarly, American Philosophy and Religion in America are now in increased demand by Liberal Studies/American Studies majors, and we must add sections of these courses to meet the demand. Philosophy of Science is required for Chemistry and Physics majors and for majors in the new Math/Science track of the Liberal Studies major; this also may lead to a need for additional sections. Our general education courses are always full, and the demand for those with writing intensive and multicultural-global designations is particularly high. We are also proposing to administer the Introduction to Humanities course, and to pilot Career Competency Combinations. (These are selected combinations of our courses which will serve to provide students with career competencies that will supplement their training in their major. Every career will be furthered by improved skills in critical thinking, intensive reading and writing, finding resources and identifying assumptions, and developing empathetic familiarity with beliefs, values and world views other than one's own. We are identifying groups of our courses which effectively meet these needs, and which could be recognized as such in some formal way on a transcript. A model like this has been quite successful at the University of Southern Illinois. We expect to begin the pilot project with our own majors within their general education requirements.)

We see our proposed interdisciplinary major, our management of two other interdisciplinary programs (LS/AS & IH), our contributions to general education and to

the requirements of other majors, and the piloting of Career Competence as part of an integrated plan whose implementation will be of great benefit to the University, and will substantially further the Rowan Plan. We are excited about the prospects it opens for our department. In order to carry it out, we are requesting the two three year full-time temporary lines mentioned above.

## **Part VI**

### **Support Personnel**

Support for this proposed major will be achieved by housing it in the Philosophy and Religion Department which currently has a full-time secretary and two part-time student workers. We will need at least one additional student worker.

## **Part VIII**

### **Physical Facilities**

#### **A. Space:**

No additional classroom space is required to implement this program. We understand that some of our current offices will house two faculty as new faculty join our department.

#### **B. Accessibility:**

Rowan University is an accessible environment, and all activities associated with this program will be scheduled in facilities accessible to the handicapped.

#### **C. Lab Facilities:**

Not Applicable

#### **D. Additional physical resources:**

No physical resources will be diverted from existing programs.

## **Part VIII**

### **Library**

The Rowan University Library currently maintains significant holdings in the fields of Philosophy and Religion studies. The Library of Congress classifications in these two areas number 7,000 volumes. The Library subscribes to twenty-seven journals and periodicals dealing with philosophy and religion.

Over the last three years, in anticipation of the new major, we have sought to order appropriate books and journals. We will continue this policy in the future.

## **Part IX**

### **Computer Facilities**

Computer facilities already available at Rowan University will be utilized for both course requirements and administrative work.

As mentioned in the budget section of this proposal, we are requesting allocation of funds for a computer for each of the two new full-time temporary lines we are requesting.

**Part X****Administration**

The Philosophy and Religion major will be housed in the department of Philosophy and Religion.

## Part XI

### Evaluation

This proposed new program will follow all rigorous program evaluation procedures expected of all programs at Rowan University.

#### A. Program Goals and Student Outcomes

1. It will be the responsibility of the Chair of the Department, with the direction of the Dean of Liberal Arts and Sciences, to engage in those activities that continuously assess the attainment of program goals and student outcomes. A variety of activities are inherent in the program structure to assist in program evaluation.

For example:

- a. Involved faculty will meet regularly to plan and share ideas regarding common course and program goals, teaching strategies, and potential program improvements. Faculty team-teaching upper level courses will attend all course meetings and meet with each other to plan and implement course development.
- b. A sample of student products will be periodically reviewed and evaluated by faculty across disciplines who are teaching in the program to insure that relationships among the different areas of study are a focus of student thinking. As appropriate, feedback will be given to students from the various faculty.

2. A senior capstone research project will be required of all students. Thus, in addition to all course assignments, a synthesizing student product will provide additional documentation of a student's attainment of program objectives.

#### B. Program Review and Accreditation

1. All programs at Rowan University undergo an intensive program review and evaluation process every five years. This proposed program will be subject to this same rigorous evaluation which includes both a comprehensive self-study and input from an external consultant/reviewer.

2. Rowan University is accredited by the Middle States Accrediting Association (1989). This proposed program, when approved and implemented, will become

part of the total academic offerings subject to evaluation in the continuing Middle States accreditation process. No specific accreditation is appropriate for this proposed program. Rowan University is currently accredited by Middle States receiving commendations in several areas.

**C. Student Advisement and Placement**

Majors will receive consistent and appropriate guidance throughout their years of study.

The Office of Career Counseling and Placement serves all majors at Rowan College. Their services will be available to majors of this proposed program as well.

**D. Accreditation**

1. **Licensure** would not be required to gain employment in the discipline.
2. **Articulation agreements:** This program will be an appropriate transfer program for community college graduates.

**Part XII**

**Budget**

Budget: Costs attributable to Departmental Plan, including proposed major					
	98/99	99/00	00/01	01/02	02/03
Salary (1)	77934.8	-	-	-	-
Benefits	21003.4286	-	-	-	-
Non-salary (2)	3000	-	-	-	-
Computers (3)	4000				
Total	105938.229				
(1) Salary and benefits for two three-year full-time temporary lines. If the program develops					
as we think it will, we will ask for two tenure track lines to replace these after three years.					
(2) The divisional plan for LAS assumes \$1500 non-salary expenses in a department					
per faculty line.					
(2) A computer for each of the two new faculty members, at \$2000/computer.					

***The major in Philosophy and Religion:***

\*New or revised course

**(I) A specialization in either Philosophy or Religion 18 s.h.****A) Philosophy specialization (required courses) 18 s.h.**

## Introduction to Philosophy\*

*This course will be revised to emphasize cultivation of abilities, rather than content: to recognize philosophical questions and arguments; to read philosophical texts critically; to engage in philosophical discussion; and to write philosophical papers.*

## Logic of Everyday Reasoning or Introduction to Symbolic Logic

## Introduction to Ethics

## Knowledge and Reality I\*

*This course will emphasize metaphysics and epistemology in the study of classical and modern Western philosophy, and non-Western philosophy.*

## Knowledge and Reality II\*

*Study of nineteenth and twentieth century theories in metaphysics and epistemology in Western and non-Western philosophies.*

## Contemporary Moral Problems, Philosophy of Science, Philosophy and Society, Aesthetics, or Philosophy of Law\* (300)

**B) Religion specialization (required courses): 18 s.h.**

## World Religions I\*

*Survey of major religions of the west*

## World Religions II\*

*Survey of major religions of the east*

## Religion in America

*History of religious life in American and its impact on U.S. culture*

## New Religious Movements\*

*Explores 20th century new religious movements using primarily sociological methodology*

## What is Religion?\* (300)

*Study and analysis of theories that attempt to define the nature of religion*

## Native Traditions\*

*Explores religion in small-scale, non-literate cultures using primarily anthropological methodologies*

**(II) Interdisciplinary “applied focus” courses****6-9 s.h.**

Examples:

“Social Justice”

“Religion and Science”

“Ideals of Democracy”

(A sample syllabus for “Social Justice” is included in Appendix B)

**(III) An elective at the 300 level in the discipline in which the student is not specializing.****0-3 s.h.****(IV) Interdisciplinary Senior Seminar in Philosophy and Religion****3 s.h.****(V) Students specializing in Philosophy will be required to take at least 3 s.h. of their *general education electives* in Religion, and vice versa.**

**Model of a Four Year Program  
Philosophy and Religion Major  
Religion Studies Emphasis**

**1st Year**

**Fall:**

Composition I (3)  
Computer Literacy (3)  
Cultural Anthropology (3)  
Elementary German I (3)  
World Religions I (3)

**Spring:**

Composition II (3)  
Contemporary Mathematics (3)  
General Psychology (3)  
Elementary German II (3)  
World Religions II (3)

**2nd Year**

**Fall:**

Public Speaking (3)  
Biology I (4)  
Self and Society (3)  
Issues in American History (3)  
New Religious Movements (3)

**Spring:**

Principles of Physical Science (3)  
Mass Media and Influence (3/WI)  
Reading in World Literature (3)  
Semantics (3)  
Religion in America (3)

**3rd Year**

**Fall:**

Native Religious Traditions (3)  
Applied Focus Course: "Religion and Science" (3)  
What is Religion? (3)  
Indians of North America (3)  
Free Elective

**Spring:**

Applied Focus Course: "Social Justice" (3)  
Introduction to Philosophy (3)  
Historiography (3)  
Women in Perspective (3)  
Free Elective

**4th Year****Fall:**

Applied Focus Course: "Ideals of Democracy" (3)  
Introduction to Humanities (3)  
Music in World Cultures (3)  
Free Elective (3)  
Free Elective (3)

**Spring:**

Contemporary Moral Problems (3)  
Senior Seminar in Philosophy and Religion (3)  
History of American Art (3)  
Free Elective (3)  
Free Elective (3)

**Model of a Four Year Program  
Philosophy and Religion Major  
Philosophy Emphasis**

**1st Year**

**Fall:**

Composition I (3)  
Computer Literacy (3)  
Cultural Anthropology (3)  
Elementary German I (3)  
World Religions I (3)

**Spring:**

Composition II (3)  
Contemporary Mathematics (3)  
General Psychology (3)  
Elementary German II (3)  
Introduction to Philosophy (3)

**2nd Year**

**Fall:**

Logic of Everyday Reasoning or Intro to Symbolic Logic (3)  
Biology I (4)  
Self and Society (3)  
Issues in American History (3)  
Knowledge and Reality I (3)

**Spring:**

Principles of Physical Science (3)  
Mass Media and Influence (3/WI)  
Reading in World Literature (3)  
Semantics (3)  
Knowledge and Reality II (3)

**3rd Year**

**Fall:**

Introduction to Ethics (3)  
Applied Focus Course: "Religion and Science" (3)  
Indians of North America (3)  
Public Speaking (3)  
Religion Elective (300 level or higher)

**Spring:**

Applied Focus Course: "Social Justice" (3)  
Philosophy Elective (300 level or higher) (3)  
Historiography (3)  
Women in Perspective (3)  
Free Elective (3)

**4th Year****Fall:**

Applied Focus Course: "Ideals of Democracy" (3)  
Introduction to Humanities (3)  
Music in World Cultures (3)  
Free Elective (3)  
Free Elective (3)

**Spring:**

Contemporary Moral Problems (3)  
Senior Seminar in Philosophy and Religion (3)  
History of American Art (3)  
Free Elective (3)  
Free Elective (3)

APPENDIX A  
CURRICULUM VITAE