**Graduate Course Proposals Instructions**

**Course Scheduling Priorities:**

1. **Foundational Knowledge and Course Sequencing:** A more structured program focused on building foundational knowledge that leads to specialized research is necessary at every level in our graduate program. This will be a significant factor in determining the graduate course schedule for the next two years.
2. **Interdisciplinarity and Engaged Learning:** To address the aims of both CAS and the First Studies Program, we will add additional tags to courses that encourage interdisciplinary research and community-based, integrative learning. Ideally, the department will offer one or two of these courses per year (for additional background, please see the First Studies/revised MA in Social Philosophy proposal distributed at the Sept. 20 department meeting).
3. **Increased Enrollments:** In order to increase enrollments, we should offer courses that appeal to philosophy graduate students as well as students in relevant disciplines and professional fields like WSGS, political science, medicine, law, public policy, education, DEI, etc. Ideally, the department will offer one or two courses per year that appeal to students with a variety of academic backgrounds and professional goals.

**Additional Considerations:**

With our current enrollment levels, we are able to offer 6 graduate seminars per semester, 2 of which must be taught by endowed chairs. While endowed chairs may occasionally teach an undergraduate seminar (once every other year), this means that there are typically 4 courses each semester for regular graduate faculty to teach. It is also important for junior faculty to teach one or two graduate seminars before their tenure review.

**Instructions for Completing the Graduate Course Proposal Form**

**Questions 2–6: Foundational and Specialized Course Proposals:** The course proposal form asks graduate faculty to propose two individual courses. One of these courses should be foundational and the other can be specialized. Faculty do not *need* to propose two courses. Ideally, however, faculty will teach a two-course rotation, with one course taught at the foundational level and the other taught at a more specialized level.

1. **Course Name and Preferred Semester:** If you would like to teach a course that is currently on the books, please include the existing course number and title, which can be found on the Philosophy Department website under the Graduate Course Offerings tab. In most cases, it is also a good idea to include a course topic (e.g. PHIL 407: Medieval Philosophy, Topic: Medieval Islamic Philosophy). If you would like to propose a new course with a new course number, please note that the course will need to go through an approval process that will likely take six months. You can list a new course as “New Course: PHL 4??: Title.” If you prefer to teach the course in a particular semester, please also indicate that here.
2. **Course Description and Distribution Requirements:** Your course description does not need to be more than a few sentences, but it should include a brief description of the content of the course and its objectives. Please also indicate which distribution requirements the course will fulfill. You can include more than one distribution requirement. The distribution requirements can be found on the department website under the Graduate Program tab. I have also included them below:
   1. Distribution Requirements: Ancient, Medieval, Modern, Continental, Analytic, Metaphysics and Epistemology, Ethics/Social-Political Philosophy
3. **Foundational Course Examples:** While there is a great deal of flexibility in what makes a course foundational, these courses should introduce students to central figures, texts, and/or concepts that prepare them to take courses focused on more specialized topics. Foundational courses include survey courses, figures courses, book courses, or a combination of these. Here are several examples:
   1. PHIL 402: Aristotle, Key Metaphysical Concepts (figure, survey)
   2. PHIL 407: Medieval Philosophy, Islamic Philosophy (survey)
   3. PHIL 420: Hegel, *Phenomenology of Spirit* (book)
   4. PHIL 438: Topics in Continental Philosophy, Simon de Beauvoir (figure)
   5. PHIL 445: Philosophy of Mind (survey)
   6. PHIL 468: Topics in Ethics: Critical Philosophy of Race (survey)
4. **Specialized Course Examples:** Specialized courses should deepen the knowledge students have already acquired in their foundational courses. Faculty teaching these courses should be able to trust that students have the requisite knowledge to engage the themes of a specialized course at a high level. Here are several examples of specialized course topics (depending on the content, these courses or modified versions of them could be taught as foundational courses):
   1. PHIL 407: Medieval Philosophy, Topic: Abstraction in Medieval Islamic Thought
   2. PHIL 421: Marx: Feminism, Capitalism and Social Transformation
   3. PHIL 480: Social and Political Philosophy, Topic: Recognition Theory as Ethical and Social Critique
   4. PHIL 490: Current Philosophical Issues, Topic: Race and Repetition
5. **Flagged Courses:** Courses that are team-taught with faculty in other departments, cross-listed with another department, or engaged in interdisciplinary themes and methods may be tagged as interdisciplinary. Courses in which the instructor has taken CELTS training and included some form of community engagement or service work in the syllabus may be tagged as Engaged Learning.

**Question 7: Course Series Proposal:** The proposal form also includes a space to propose a course series comprised of three courses taught over two or three semesters with other faculty. The purpose of this part of the proposal is to encourage faculty collaboration in developing course sequences. You do not *need* to propose a course series, but if you and other faculty have a series in mind, please include that in the appropriate section on the form. I have also requested that you include a brief description of the objectives of the series as well as the faculty who would like to participate in it. The courses you propose here can overlap with the individual courses you propose but this is not required.

**Examples of Course Series** (please note that these are entirely invented, and they neglect many fields and sequencing possibilities!)

Semester 1: PHIL 433: Phenomenology and Existentialism, Topic: Classical Phenomenology

Semester 1: PHIL 480: Social and Political Philosophy, Topic: Frankfurt School Critical Theory

Semester 2: PHIL 438: Topics in Continental Philosophy: Critical Phenomenologies

Semester 1: PHIL 459: Philosophy of Law

Semester 2: PHIL 480: Social and Political Philosophy, Topic: Social Contract Theory

Semester 3: PHIL 483: Human Rights, Topic: Migration (tag: engaged learning)

Semester 1: PHIL 402: Aristotle, Topic: Key Metaphysical Concepts

Semester 1 or 2: PHIL 406: Aquinas, Topic: Essence, Existence, and Participation

Semester 2 or 3: PHIL 4??: Early Modern Philosophy, Topic: Substance in Descartes and Spinoza

Semester 1: PHIL 421: Marx

Semester 1: PHIL 468: Topics in Ethics: Critical Philosophy of Race

Semester 2: PHIL 480: Social and Political Philosophy, Topic: Capitalism and Slavery (cross-listed with history, tagged interdisciplinary)

**Questions 8–9: Scheduling Conflicts and Additional Information:** Though there is flexibility to make revisions to the course schedule when unforeseen conflicts arise, it is helpful to know in advance whether you have a planned leave or other foreseeable conflicts that would make teaching a graduate seminar at a particular time difficult. Please be sure to note these conflicts in the course proposal form as well as anything else that should be taken into consideration.