**ASSESSMENT TESTS ADMINISTERED TO GRADUATING MAJORS IN PHILOSOPHY**

Assessment Tests given to graduating senior majors in each of the above courses included the following assessment tests along with an analytical essay from each graduating senior major and an in-class exams used as assessment questions in Phil 301.

**ASSESSMENT OF GRADUATING MAJORS: DEPARTMENT OF PHILOSOPHY**

**Semester: Spring 2010**

**Course: Leadership Ethics (Phil 302)**

**1. Major Figure/Idea Questions**

1. Which philosopher formulated the “Categorical Imperative”?

1. Bentham
2. Mill
3. Kant
4. Ross
5. Rawls

2. Who is the main proponent of Utilitarianism?

1. Kant
2. Ross
3. Mill
4. Rawls
5. Dworkin

3. Which philosopher is the classical proponent of Virtue Ethics?

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4. Which philosopher discusses the “Veil of Ignorance” in his theory of justice?

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5. Who is the main proponent of the Servant Leadership model?

1. Kant
2. Mill
3. Rawls
4. Greenleaf
5. Aristotle

6. Who is the main proponent of the Transformational Leadership model?

1. Greenleaf
2. MacGregor Burns
3. Aristotle
4. Kant
5. Mill

**(2) Self-Assessment Questions**

1. I am able to analyze the complexity of a leadership ethics issue by identifying possible multiple viewpoints inherent in the issue.

Strongly agree – Agree – Disagree – Strongly Disagree.

2. I am able to construct arguments inherent in each of these viewpoints – i.e., identify implicit or explicit premises and generate conclusions from these premises.

Strongly agree – Agree – Disagree – Strongly Disagree.

3. I am able to identify merits and demerits of these arguments and viewpoints.

Strongly agree – Agree – Disagree – Strongly Disagree.

4. I am able to clearly and precisely express my views in writing.

Strongly agree – Agree – Disagree – Strongly Disagree.

5. I am familiar with the major thinkers and their contributions to the field of leadership ethics.

Strongly agree – Agree – Disagree – Strongly Disagree.

6. I am able to conduct philosophical analysis and write a competent philosophy paper.

Strongly agree – Agree – Disagree – Strongly Disagree.

7. I feel that I can better conduct research in philosophy because of the philosophy courses I have taken at Albion.

Strongly agree – Agree – Disagree – Strongly Disagree.

8. I find myself better equipped to think more critically about different views because of the philosophy courses I have taken at Albion.

Strongly agree – Agree – Disagree – Strongly Disagree.

**(3) Independent Question**

As a critical thinker, in your opinion, how does a short quiz like this compare to the content of your most prized paper as a measure of what you’ve learned?

**(4) Feedback**

Please tell us what you consider to be the strengths of the Philosophy major at Albion:

Please tell us what changes you would like to see in the Philosophy major at Albion:

**ASSESSMENT OF GRADUATING MAJORS: DEPARTMENT OF PHILOSOPHY**

**Semester: Spring 2010**

**Course: Environmental Ethics (Phil 301)**

**(1) Self-Assessment Questions**

1. I am able to analyze the complexity of an environmental ethics issue by identifying possible multiple viewpoints inherent in the issue.

Strongly agree – Agree – Disagree – Strongly Disagree.

2. I am able to construct arguments inherent in each of these viewpoints – i.e., identify implicit or explicit premises and generate conclusions from these premises.

Strongly agree – Agree – Disagree – Strongly Disagree.

3. I am able to identify merits and demerits of these arguments and viewpoints.

Strongly agree – Agree – Disagree – Strongly Disagree.

4. I am able to clearly and precisely express my views in writing.

Strongly agree – Agree – Disagree – Strongly Disagree.

5. I am familiar with the major thinkers and their contributions to the field of environmental ethics.

Strongly agree – Agree – Disagree – Strongly Disagree.

6. I am able to conduct philosophical analysis and write a competent philosophy paper.

Strongly agree – Agree – Disagree – Strongly Disagree.

7. I feel that I can better conduct research in philosophy because of the philosophy courses I have taken at Albion.

Strongly agree – Agree – Disagree – Strongly Disagree.

8. I find myself better equipped to think more critically about different views because of the philosophy courses I have taken at Albion.

Strongly agree – Agree – Disagree – Strongly Disagree.

**(2) Independent Question**

As a critical thinker, in your opinion, how does a short quiz like this compare to the content of your most prized paper as a measure of what you’ve learned?

**(3) Feedback**

Please tell us what you consider to be the strengths of the Philosophy major at Albion:

Please tell us what changes you would like to see in the Philosophy major at Albion:

**Assessment of GRADUATING Majors: Department of Philosophy**

**Spring 2010**

**PHIL 315 : KNOWLEDGE, TRUTH, AND REASON**

1. Which philosopher refuted the Traditional Analysis of Knowledge (“Knowledge is justified true belief”) with a famous counterexample?

a. Goldman

b. Feldman

c. Gettier

d. Clifford

2. Which philosopher is most closely associated with the Pragmatic Theory of Truth?

a. Clifford

b. James

c. Russell

d. Descartes

3. Which of the following accurately characterizes contextualism?

1. Contextualism is the view that one’s practical stake in p affects whether or not one knows that p.
2. Contextualism is a view about the meaning of sentences employing the word ‘knows.’
3. Contextualism is a linguistic thesis originally formulated to resolve the skeptical paradox.
4. All of the above.
5. (b) and (c) only.

Short Answer:

4. Which theory of the structure of justification, in its nonskeptical form, affirms the existence of justified basic beliefs?

5. Define fallibilism.

6. What distinguishes a *reliabilist* theory of justification from an *evidentialist* theory of justification?

7. How would you briefly explain to one of your family members the difference between *justification* and *knowledge*?

Longer Answer:

8. In your opinion, what is the most promising (or most successful) response to the skeptical argument below? Why?

1. If I know that I have hands, then I am in a position to know that I am not a (handless) brain in a vat.
2. I am not in a position to know that I am not a (handless) brain in a vat.
3. Therefore, I do not know that I have hands.

9. Pick one of the following two questions to answer:

* In your opinion, what is the most difficult problem facing *Cartesian Foundationalism*? Why?
* In your opinion, what is the most difficult problem facing *Coherentism*? Why?

10. Of all of the theories we have discussed, which is your favorite and why?

**ASSESSMENT OF GRADUATING MAJORS IN PHILOSOPHY**

**Spring 2010**

Philosophy 380

**Question One:**

A man promises marriage to two women, with ulterior motives, and ends up getting both pregnant. Suppose that marrying person A is, ceteris paribus, a more responsible action than marrying person B. (Perhaps A is having twins and cannot deal with the rejection as well).

(i) Listing your premises and conclusions explicitly, construct an argument wherein you explain why marrying A would be acting rightly.

(ii) Listing your premises and conclusions explicitly, construct an argument wherein you explain why marrying A would be acting wrongly.

(iii) Provide a distinction whereby one might avoid the contradiction that marrying A is acting rightly and wrongly simpliciter.

**Question Two:**

Consider Hursthouse’s Definition of a Moral Action:

(V-act) An Action A is right iff it is an action that a perfectly virtuous human being would characteristically do under the circumstances.

(i) What would you say are the merits of (V-act)?

(ii) What would you say are the demerits of (V-act)?

**Question** **Three**:

Indicate how the Roberts-Woods counterexample targets Zagzebski’s definition of knowledge.

**Question Four:**

(i) Consider the following inference which has been attributed to Aristotle:

(1) Everything must have a cause.

Thus: (2) There must be some cause of everything

(ii) Provide a counterexample to the validity of this argument in the space below:

(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thus: (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question Five: Kant Aristotle Plato J.S. Mill**

1. Philosopher who thought there were transcendent forms (universal that were not instantiated).

2 Philosopher who thought virtue the mean between extremes.

3. Philosopher who spoke of categorical imperatives.

4. Philosopher who advocated the greatest happiness principle.