

General Education Distribution Area VII

Recommendations to the  
Undergraduate Curriculum Committee

March 2010

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**Area 7: Knowledge, Self and Values:**

**Description of Area:** Courses in Area 7 involve the critical examination of fundamental concepts and interpretations of the meaning and significance of human life, as they are expressed through myth, politics, religion, morality and philosophy.

**Goals of Area 7 Courses:** To foster critical analysis of systematic modes of thought as they are expressed through myth, politics, religion, morality, philosophy and cultural norms. To facilitate students' critical reflection on their world views as shaped by these systematic modes of thought, and stimulate student's independent development of their own comprehensive world views.

**Table 1: Recommendations to the UCC regarding the continuation or addition of individual courses in Area 7:**

Courses	Continue	Probation Monitoring	Discontinue	Include
ACU 266	x			
AMS 111	x			
PHI 170	x			
PHI 171	x			
PHI 172	x			
PHI 173	x			
PHI 174	x			
PHI 175	x			
AAS/PHI 269	x			
POL 172	x			
Proposed new Area 7 courses				
PHI 169				x
PHI 177				x

*The committee's reasons for including PHI 169 and PHI 177:*

**PHI 169 "Critical Reasoning" (formerly PHI 229)** familiarizes students with the concepts and methods of thinking, reading, and writing analytically and evaluatively about their own claims or those of others. Because it develops skill in critical reflection on diverse kinds of claims, such as value statements, scientific statements, and so on, it facilitates Area VII's goal: "to develop an ability to reflect critically on systematic modes of thought." PHI 169 will introduce students to the analysis and evaluation of modes of discourse in natural language, which none of the other Area 7 courses in Philosophy currently do. (Its content is distinct from PHI 170, which is the study of specific formal languages or systems.) It therefore fills a gap in the Area 7 offerings of the Philosophy Department. Finally, because PHI 169 will introduce students to the principles

and tools of critical reasoning, it will also help students reflect critically on the modes of thought and meaning taught in other area 7 courses.

**PHI 177 "Philosophy of Contemporary Music"** studies the meaning and value of forms of contemporary music, such as rap music, within their cultural contexts and in relation to the larger American society. Because it treats these forms as systematic modes of thought and meaning and engages with those forms philosophically, it contributes to Area 7's goal: "the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy." PHI 177 will also introduce students to philosophical aesthetics, which none of the other Area 7 courses in Philosophy currently do. It therefore fills a gap in the current Area 7 offerings of the Philosophy Department. Although the course focuses on music, to the exclusion of other modes of art, music has had a central place both in aesthetic theory and in the history of philosophy. It also crosses the boundary between verbal/linguistic and non-linguistic art forms, and so permits the introduction of students to this important distinction--and the different issues that the terms in the distinction introduce in artistic analysis.

Finally, because PHI 177 will introduce students to philosophical aesthetics in a way that will be relevant to their own lives as consumers of popular music, it will help students reflect critically on these modes of thought and meaning and develop their own comprehensive world views--elements faculty members teaching Area 7 courses found important in the past.

**Table 2: Skills objectives for individual Area 7 courses and full-time faculty involvement**

Courses	Full-time faculty (% of total)^	Full-time faculty supervision	Writing intensive assignments	Oral expression	Scientific literacy	Critical thinking	Data analysis/ quantitative literacy	Library/ database/ information literacy
ACU 266	0%			x		x		x
AMS 111	70%		x			x		x
PHI 170	5%				x	x	x	
PHI 171	20%		x	x		x		
PHI 172	3%		x	x		x		x
PHI 173	17%		x	x		x		
PHI 174	0%		x	x		x		x
PHI 175	10%		x	x		x		
AAS/PHI 269	80%*		x	x		x		x
POL 172	40%			x		x		x
Proposed new Area 7 courses								
PHI 169	(100%)#				x	x	x	
PHI 177	(100%)#		x	x		x		x

^From fall 2006 through fall 2009

\*The statistics for this course include statistics for AAS/PHI 169. The course was renumbered to "269" effective fall '09.

#These statistics reflect the past practices of the department.

**Skills and objectives to be emphasized in all or most Area 7 courses (taken from the proceedings of the Spring 2004 General Education Workshop):**

1. The ability to analyze selected, important texts, including their logical structure
2. Critical thinking, including the ability to relate personal experience to meanings of texts and themes

3. The ability to formulate fundamental questions about the meaning and significance of the world and human life
4. To develop an awareness of elements of intellectual history and the students' places in it
5. Writing aimed at reflection, clarification and argumentation
6. Oral expression, rearticulating arguments and modes of thought
7. Library/research literacy skills introducing students to scholarship in the discipline

**Competencies and Fluencies: All Area 7 Courses (taken from report of December 12, 2008 General Education Workshop):**

**Competencies** have to do with the knowledge content of the courses.

The group proposed the following general statement of competencies:

After completing an Area VII course, students will be familiar with and be able to articulate central examples of systematic modes of thought or ways of conceiving the world through myth, politics, religion, morality, logic, or philosophy. Students will have awareness of the nature, meaning, function, criticism and/or experience of these systems of value.

**Fluencies** have to do with the skills or abilities that students will have the opportunity to improve in Area 7 courses.

The group proposed the following statement of fluencies:

In Area VII courses, students will improve their ability to:

**Communication and language fluencies:**

- Write a paper with a clearly articulated thesis, borne out by argument, examples, and research, and supported by accurate quotations and/or textual references
- **OR** produce original, creative work that exhibits literary or other artistic techniques or themes studied in the class, and that identifies those themes in creative ways that exhibit their significance

**Critical and Analytical fluencies:**

- Read texts in a way that lends itself to expressing the meaning of those texts in writing and discussion by:
  - Identifying the meaning and significance of the texts
  - Reflecting on the texts
  - Relating the texts to other texts and/or to their own experiences

**Informational and technological fluencies:**

- Judge the relative value of texts from online or other sources
- Quote and refer to sources appropriately, including an understanding of plagiarism
- Use a word processing program, email, Blackboard and/or research databases

*Student work that exhibits these course objectives will:*

- Exhibit adequate knowledge of some aspect of a value system or world view relevant to the course material
- In the case of argumentative papers: have a clearly stated thesis, and well structured method of development that exhibits competent facility with the course material
  - Have a clear argumentative structure
    - Explain arguments fully
    - Offer complete arguments that lead to clear conclusions
    - Include appropriate transitions between topics
  - Demonstrate argumentative ability
    - Provide (on a consistent basis) textual and scholarly support for claims
    - Offer creative argumentation that is original to the class
    - Use examples to defend claims
    - Exhibit awareness of opposing points of view, and offer counterarguments, where appropriate
- In the case of creative work: exhibit facility with literary technique(s) discussed in class
  - Use concrete, descriptive phrases
  - Use dialogue convincingly
  - Demonstrate facility and knowledge of different mythological narratives
- Demonstrate an adequate reading ability by
  - Articulating plausible and creative interpretations of the readings
  - Citing and/or quoting salient and relevant portions of the text (textual support)
  - Explaining and interpreting all quotations
  - Providing evaluations of texts and their arguments
- Demonstrate an adequate writing ability
  - Use complete sentences and proper grammar, punctuation and spelling
  - Clearly articulate claims
  - Use citations accurately and appropriately, including properly formatted references
- Exhibit adequate oral skills
  - Enunciation
  - Projection
  - Good use of examples
  - Ability to summarize, digest and synthesize relevant material
  - Engagement with audience, such as the use of eye contact
- Demonstrate an adequate ability to use online resources by
  - Including references to appropriate online, scholarly material
  - Demonstrating an ability to distinguish scholarly sources from non-scholarly ones
  - Demonstrating an ability to use the Blackboard website, as appropriate

**Table 3: Fluencies and competencies addressed by individual Area 7 courses (taken from report of December 12, 2008 General Education Workshop)**

Courses	Fluencies					Applied Competencies					
	Communication	Informational	Quantitative	Scientific	Critical/analytical	Socio-political-economy	Aesthetic	Cultural	Historical	Individual Values*	Scientific
ACU 266	x	x			x	x	x	x	x	x	
AMS 111	x	x			x	x	x	x	x	x	
PHI 170	x	(x) <sup>^</sup>	(x)	(x)	x				x		(x)
PHI 171	x	x			x	(x)	(x)	x	x	x	
PHI 172	x	x			x	x		(x)	x	x	(x)
PHI 173	x	x			x	x		(x)	(x)	x	
PHI 174	x	x			x	x		(x)	(x)	x	
PHI 175	x	x			x	(x)		x	x	x	(x)
AAS/PHI 269	x	x			x	x		x	x	x	
POL 172	x				x	x <sup>#</sup>				x <sup>§</sup>	
Proposed new courses											
PHI 169	x	x	x	x	x						x
PHI 177	x	x			x		x			x	

\*Group members agreed that the competency labeled "Individual Values" would not be appropriate for Area 7 courses, since the courses—sometimes one and the same individual course—address values at both the individual and social levels. We scratched out the word "individual" and considered whether the courses addressed values, without specifying whether those values would be individual or social ones.

<sup>^</sup>Parentheses indicate that some individual courses may address the fluency or competency in question.

<sup>#</sup>The connection between ideas/ideology and social structures is addressed.

<sup>§</sup>Aspects of the history of ideas are addressed.

**Table 4: Goal of course, skills objectives, and measurable objectives for each individual Area 7 course**

	Gen. Ed. Goal of Course	Skills Objectives	Measurable Objectives: By the end of the course, students will be able to:
<b>ACU 266</b>	To examine the meanings and implications of classical myths, narrative and images as expressions of systematic modes of thought and artistic analysis.	Critical thinking, including artistic analysis, oral expression, and library/data base/information literacy	interpret the meaning and significance of myth, narratives, and images  correlate the meaning of myths to other historical, psychological and/or religious systems of thought  articulate their interpretations of myths orally and/or in writing  utilize information resources to research classical texts and commentaries on such texts
<b>AMS 111</b>	To examine the values and ideals—as they are expressed by the systematic, cultural norms	Writing intensive assignments, critical thinking, library/data	analyze a primary source to articulate the values and traditions of American communities  compare the values and traditions of various

	and standards--of various communities in America.	base/information literacy	American communities  use information resources to find information about American communities, and to synthesize such information from different resources in writing and oral assignment
<b>PHI 169*</b>	To familiarize students with the concepts and methods of thinking, reading and writing analytically and evaluatively about their own claims and arguments and those of others.	Scientific literacy, critical thinking, data analysis/ quantitative reasoning	distinguish between arguments and explanations as they occur in ordinary discourse  analyze such arguments into their premise(s) and conclusion  distinguish inductive from deductive arguments  determine when a deductive argument is valid, e.g. by Venn diagrams  transform various kinds of sentences into equivalent forms  identify common informal fallacies  identify forms of scientific reasoning
<b>PHI 170</b>	To use the tools of formal logic to develop an ability to reflect critically on systematic modes of thought	Scientific literacy, critical thinking, data analysis/ quantitative reasoning	define: logic, argument, deductive argument, validity, and soundness  identify the vocabulary and grammar, and semantics, of a simple formal language system  identify the differences between a formal language and a natural language (e.g. English)  use the formal language to write the equivalents of English sentences and arguments and vice versa  identify the logical forms of sentences and arguments  use one or more methods to test various properties of sentences and arguments  solve logical problems
<b>PHI 171</b>	To consider major philosophical perspectives on our ultimate purpose and the nature of reality.	Writing intensive assignments, oral expression, critical thinking	extract arguments from texts  formulate arguments--in oral and/or written form--in response to textual arguments  articulate major theories in various philosophical areas or fields
<b>PHI 172</b>	To use critical reasoning skills to examine different positions in contemporary debates on moral issues in light of historical and contemporary ethical theories.	Writing intensive assignments, oral expression, critical thinking, library/data base/information literacy	use his/her own words (written or spoken) to explain a passage to a reasonably intelligent person  describe some key component of major moral theories that are considered  apply ethical theories to contemporary moral problems  express orally alternative positions on contemporary

			<p>moral issues</p> <p>articulate and defend their own views on contemporary moral issues</p> <p>to utilize information resources to investigate questions related to contemporary moral issues</p>
<b>PHI 173</b>	To critically examine perspectives on freedom, justice, order and their relationship to society.	Writing intensive assignments, oral expression, critical thinking	<p>read a passage and explain or restate it in their own words--either orally and/or in writing--for an intelligent but ignorant reader or listener</p> <p>articulate major (considered?) theories of justice in society and politics</p> <p>connect contemporary issues of social and political justice to theories of justice</p> <p>articulate and defend their own views on political theory</p>
<b>PHI 174</b>	To examine, from a philosophical and systematic point of view, religious and scientific conceptions of human nature.	Writing intensive assignments, oral expression, critical thinking, library/data base/information literacy	<p>read a passage and explain or restate it in their own words--either orally and/or in writing --for an intelligent but ignorant reader or listener</p> <p>articulate theories about the metaphysical nature of human beings (e.g. whether material or immaterial)</p> <p>articulate theories about whether human beings are free</p> <p>articulate theories about the general nature of human beings (e.g. whether selfish, good, evil, social etc.)</p> <p>connect theories of human nature to questions about the meaning of life, moral responsibility, and the afterlife</p> <p>describe some key component of major (considered?) theories of human nature</p> <p>articulate and defend their own views about human nature</p>
<b>PHI 175</b>	To study, philosophically, religious beliefs, practices, concepts and problems.	Writing intensive assignments, oral expression, critical thinking	<p>use his/her own words (written or spoken) to explain a passage to a reasonably intelligent person</p> <p>identify and evaluate the different kinds of arguments for and against the existence of God(s)</p> <p>identify and evaluate the different arguments concerning what evil (or good) is</p> <p>Identify and evaluate the various arguments concerning why evil exists</p> <p>articulate some of the key concepts and terms in philosophy of religion</p> <p>articulate and defend his/her own views in the philosophy of religion</p>



<b>PHI 177*</b>	To use philosophical theories in aesthetics to examine systematically the meanings, values and world views of contemporary forms of music within their cultural contexts and within the larger American society.	Writing intensive assignments, oral expression, critical thinking, including artistic analysis, library/data base/information literacy	<p>use aesthetic theory (or theories) to analyze a form and/or example of contemporary music.</p> <p>explain the connection between a form and/or example of contemporary music and larger cultural and intellectual movements.</p> <p>explain how a form and/or example of contemporary music does or does not express his or her own world view.</p> <p>distinguish scholarly from more popular analyses of forms and/or examples of contemporary music.</p> <p>to utilize information resources to explore different forms of contemporary music and the commentaries about them</p>
<b>AAS/PHI 269</b>	To examine, from a philosophical point of view, issues in traditional and contemporary African philosophy, including philosophy from the African diaspora.	Writing intensive assignments, oral expression, critical thinking, library/data base/information literacy	<p>read a passage and explain or restate it in their own words--either orally and/or in writing --for an intelligent but ignorant reader or listener</p> <p>articulate the definitions of at least three different types of, or approaches to, African philosophy (e.g. ethnophilosophy, philosophical sagacity, professional philosophy, ideological/political philosophy).</p> <p>explain one distinction between African philosophy and philosophy from the African diaspora.</p> <p>explain one criticism made by some African philosophers (traditional or contemporary) of traditional, Western philosophy.</p> <p>cite text and/or offer quotations to support claims about and interpretations of the class's texts (i.e. offer textual support).</p> <p>articulate and defend their own views on issues in African philosophy</p> <p>utilize information resources to investigate questions related to contemporary African philosophy</p>
<b>POL 172</b>	To examine the concept of the political and its historical and philosophical evolution in political systems.	Oral expression, critical thinking, library/data base/information literacy	<p>engage orally with the views of representative thinkers in political theory</p> <p>analyze in writing various arguments in relation to the political</p> <p>articulate and defend their own views concerning substantive political questions</p> <p>utilize information resources to investigate questions related to political issues</p>

\*Indicates proposed new Area 7 course.

## ***Departmental Input***

### **ACU 266 "Classical Myth and the Human Condition" -- Department of Languages and Literatures**

This course is designed to develop students' knowledge of Classical mythology and their capacity for interpretation of the meaning and significance behind myths. Through interpretation of these narratives in the light of personal experiences as well as references to major thinkers and philosophers, students are expected to gain a general appreciation of how myths are constructed and how myth-making relates to experience and production of knowledge. Furthermore, general themes such as the unconscious, subjectivity, heroism, destiny, memory, as well as humour, will be explored in lectures, discussions and presentations. Students are expected to develop critical thinking or analytical skills; oral expression and articulation of arguments; and last but not least, research skills.

### **AMS 111 "American Culture: Values and Traditions" -- Department of History**

AMS 111 is an introductory, interdisciplinary humanities course that examines a number of characteristic, and contested, issues in American public culture from the mid-eighteenth through the early twentieth centuries.

The objectives of the course include: developing a thorough familiarity with a number of the key texts and central questions in American cultural studies; increasing analytic and interpretive skills; and improving writing abilities. These goals will be achieved through lectures, discussions, readings, online research, and essays.

The course encourages students to develop their critical abilities through the sustained analysis of major works within their respective intellectual contexts, and with an emphasis on inter-textual and inter-generational connections.

The Department of History has also set goals and learning objectives for the skills of critical thinking, the ability to cite sources correctly, writing mechanics, and research. They have also set objectives for professional competence in history. To see these goals and objectives, click [here](#). These goals and objectives may be helpful as we look to determine measurable objectives for Area 7 courses.

**Philosophy Courses -- Department of Philosophy** (the following goals, objectives and skills were all submitted by the Department of Philosophy)

#### **Proposed Area 7 course: (1) PHI 169: Critical Reasoning; Area VII**

(2) Skills: scientific literacy, critical thinking, data analysis/quantitative reasoning

(3) Objectives, etc.: the course aims to familiarize students with the concepts and methods of thinking, reading, and writing analytically and evaluatively about their own claims or those of others. These aims are congruent with Area VII's goal: "to develop an ability to reflect critically on systematic modes of thought."

#### **(1) PHI 170: Introduction to Logic; Area VII**

(2) Skills: scientific literacy, critical thinking, data analysis/quantitative reasoning

(3) Objectives, etc.: the course aims to familiarize students with the concepts and methods used in arguing deductively and inductively, with formal methods of expressing such arguments, and with formal methods of assessing their legitimacy. This is congruent with Area VII's goal: "to develop an ability to reflect critically on systematic modes of thought."

#### **(1) PHI 171: Problems of Philosophy; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: by considering core philosophical perspectives on our ultimate purpose and

the nature of reality, this course is congruent with Area VII: “the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy.”

**(1) PHI 172: Contemporary Moral Issues; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: This course critically examines fundamental ethical theories and their applications to current moral issues.

It is congruent with Area VII’s goal: “to develop an ability to reflect critically on systematic modes of thought.”

**(1) PHI 173: Justice and Society; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: this course critically examines perspectives on freedom, justice, and order, and the primary conflicts among them.

These aims are congruent with Area VII’s goal: “to develop an ability to reflect critically on systematic modes of thought.”

**(1) PHI 174: Theories of Human Nature; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: by philosophical examination of religious and scientific conceptions of human nature, this course is congruent with Area VII: “the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy.”

**(1) PHI 175: Philosophy of Religion; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: by examining key concepts and problems, the course aims at the philosophic study of religious beliefs and practices.

These aims are congruent with Area VII: “the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy.”

**Proposed Area 7 course: (1) PHI 177: Philosophy of Contemporary Music; Area VII. (proposed) (This is undergoing a change of # from PHI 168)**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: This course studies the meaning and value of forms, such as rap music, within their cultural contexts and in relation to the larger American society. It is congruent with Area VII’s goal: “the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy.”

**(1) AAS/PHI 269 (formerly AAS/PHI 169): Introduction to African Philosophy; Area VII**

(2) Skills: writing, oral expression, critical thinking, library/data base/information literacy

(3) Objectives, etc.: By examining traditional and contemporary African philosophies, this course is congruent with Area VII as: “the critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy.”

**POL 172 "Great Political Thinkers" -- Department of Political Science**

The Department of Political Science has two curricular goals for POL 172 (Great Political Thinkers): critical thinking skills and politics-general education nexus. Students taking POL 172 will be able to develop a rudimentary competence in critiquing expert opinions/arguments in scholarship and media concerning substantive political questions about: (a) order, conflict, and violence (e.g., order vs. war, conflict resolution vs. war, anarchy vs. disorder, empire vs.

hegemony, unipolar vs. bipolar vs. multi-polar world, inter-states system vs. confederation); (b) political representation and popular rule (e.g., dictatorship vs. representative system, oligarchy vs. polyarchy, direct vs. indirect participation, collective action and social movements, citizen rights vs. corporate rights); (c) distributive politics (e.g., hunting-gathering vs. agrarian vs. industrial political economy, slavery vs. feudalism vs. capitalism, equality vs. equal opportunity, economic vs. political market, supply vs. demand, politics of production vs. politics of reproduction. propertied vs. propertyless); (d) politics of identities, alliances, and allegiances (e.g., politics of social consciousness regarding race, ethnicity, gender, religion, dis/ability, sexual orientation, nationality, and class); and (e) crafting and operating institutions (e.g., presidentialism vs. parliamentarism, bicameralism vs. unicameralism, federalism vs. unitary system). Depending on the choice of reading materials by instructors, critical thinking skills in a different combination of these five substantive areas are covered. In addition, POL 172 meets the Departmental goal of the politics-general education nexus: students taking POL general education courses, such as POL 172, will recognize active political participation as a civic duty that is necessary for democratizing existing representative politics. Aside from these Departmental curricular goals, according to our recent questionnaire, all instructors of POL 172 (Professors Artinian, Murdaco, and Kim) identified three distribution course skill criteria that are covered in this course: oral expression, critical thinking, and information literacy. One instructor (Artinian) covers data analysis skills, while another instructor (Schulman) taught this course as a writing-intensive course.

**Table 5: Numbers of sections and seats for Area 7 courses, fall 2006 through fall 2009**

Area VI		0609		0702		0709		0802		0809		0902		0909	
		Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl
AAS	269													1	
AAS	269														6
ACU	266	1		2		1		1		1		2		1	
ACU	266		22		33		21		22		24		52		25
AMS	111	10		10		12		9		11		9		11	
AMS	111		257		252		308		252		277		237		241
BLS	169	1						1		1					
BLS	169		20						5		17				
PHI	169	1						1		2					
PHI	169		17						17		33				
PHI	170	3		4		3		3		3		4		4	
PHI	170		104		122		107		105		91		108		102
PHI	171					2		3		2		3		2	
PHI	171						46		79		32		83		38
PHI	172	8		9		6		9		12		9		13	
PHI	172		180		204		178		243		338		196		321
PHI	173	3		2		6		4		6		4		6	
PHI	173		76		72		175		128		179		111		152
PHI	174									1				1	
PHI	174										33				40
PHI	175	4		3		3		4		1		4		2	
PHI	175		138		109		107		139		35		122		65
PHI	269													1	
PHI	269														17
POL	172			2						1		3		2	
POL	172				48						23		56		51
		31	814	32	840	33	942	35	990	41	1082	38	854	44	737