

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>135</u>
Action <u>Approved</u>
Date <u>11-11-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE PH 327 American Philosophy
 DEPARTMENT Philosophy & Religious Studies
 CONTACT PERSON Dr. Vincent J. Ferrara

II. THIS COURSE IS BEING PROPOSED FOR:
 _____ Course Approval Only
 _____ Course Approval and Liberal Studies Approval
X Liberal Studies Approval only (course previously has been approved by the University Senate)

** Note Slightly Revised Catalogue Description.*

III. APPROVALS

<u>Shawn Montgomery 5-4-90</u> Department Curriculum Committee	<u>Shawn Montgomery 5-4-90</u> Department Chairperson
<u>Rachel Joyce</u> College Curriculum Committee	<u>Joey</u> College Dean*
<u>Chad O'Connell</u> Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
Date Submitted to UWUCC _____		

GENERIC SYLLABUS
ELECTIVE ONLY

I. Catalogue Description

PH 327 American Philosophy

3 credits
3 Lecture Hours

The main themes and major figures in American philosophical thought from colonial times to the present to include colonial thought, enlightenment, transcendentalism, evolution, idealism, pragmatism, naturalism and realism.. Thinkers will include Edwards, Jefferson, Emerson, Fiske, Royce, Peirce, James, Dewey, C.I. Lewis, Quine, Goodman.

II. Course Objectives

1. To introduce the student to the range, complexity, diversity, and subtlety of the American philosophic tradition (across gender, ethnic and racial boundaries where appropriate and feasible).

2. To develop students' abilities to read primary source material so as to think critically about the major problems faced by American thinkers and the impact of ideas on the development of the American scene.

3. To demonstrate the originality of American philosophic thought.

III. Course Outline*

A. Introduction

1. Characteristics of American philosophic thought
2. Schema of periods of American philosophic thought

B. Colonial Thought

1. General characteristics
2. Jonathan Edwards
3. Samuel Johnson
4. John Woolman
5. Cadwallader Colden

C. American Enlightenment

1. General characteristics
2. Benjamin Franklin
3. Thomas Jefferson
4. Ethan Allen
5. Thomas Paine

D. Transcendentalism

1. General characteristics
2. Theodore Parker
3. Ralph Waldo Emerson
4. Henry David Thoreau
5. Margaret Fuller

- E. Evolution
 - 1. General characteristics
 - 2. John Fiske
- F. The Idealist Tradition
 - 1. General characteristics
 - 2. George Howison
 - 3. Josiah Royce
- G. Pragmatism
 - 1. General characteristics
 - 2. George Herbert Mead
 - 3. Charles Sanders Peirce
 - 4. William James
 - 5. John Dewey
- H. Naturalism and Realism
 - 1. General characteristics
 - 2. George Santayana
 - 3. William Pepperell Montague
 - 4. Roy Wood Sellars
 - 5. Arthur O. Lovejoy
- I. Twentieth Century Thinkers
 - 1. C.I. Lewis
 - 2. Paul Weiss
 - 3. Morris Cohen
 - 4. Nelson Goodman
 - 5. W.V. Quine

*NOTE: Course outline will vary with instructor in terms of content and emphasis.

IV. Evaluation Methods

Evaluation methods will vary from instructor to instructor, but would include at least some of the following:

1. Traditional examinations of an objective and/or essay type.
2. Research papers, book reports, short critical essays.
3. Student lead in-class discussions on assigned topics.

V. Bibliography*

- Edwards, Jonathan, Treatise Concerning Religious Affections.
Emerson, Ralph Waldo, Nature, Indianapolis: Bobbs-Merrill, 1948.
- Dewey, John, Experience and Nature, Chicago, Open Court, 1925.
-----, Reconstruction in Philosophy, New York, Henry Holt and Company, 1920
- Fiske, John, Through Nature to God, Boston: Houghton, Mifflin and Company, 1899.
- Flower, Elizabeth and Murray G. Murphy, History of Philosophy in America, 2. Vols., New York: Capricorn Books, 1977.
- Fuller, Margaret: Woman in the Nineteenth Century
- Howison, George, The Limits of Evolution, New York: The Macmillan Company, 1924.

James, William, The Will to Believe and Other Essays in Popular Philosophy, New York, Longmans Green and Company, 1897
-----, The Varieties of Religious Experience, New York, Longmans Green, 1902
Jefferson, Thomas, Notes on Virginia
Johnson, Samuel, Elementa Philosophica, Philadelphia, 1752
Lewis, C.I. An Analysis of Knowledge and Evaluation, La Salle: The Open Court Publishing Company, 1946.
-----, Mind and the World Order, New York: Dover Publications Inc. 1956.
Paine, Thomas, Common Sense, 1776
Parrington, V.L. Main Currents in American Thought, 3 Vols. New York, Harcourt Brace & Co., 1927-1930
Peirce, Charles Sanders, "Fallibilism, Continuity, and Evolution," "How to Make Our Ideas Clear," "Pragmatism," Collected Papers of Charles Sanders Peirce, 6 Volumes, edited by Charles Hartshorne and Paul Weiss, Cambridge, Harvard University Press, 1931-1935.
Royce, Josiah, Religious Aspect of Philosophy, New York: Harper & Row, 1958.
-----, World and Individual, 2 Vols., New York: Dover Publications, 1959.
Schneider, Herbert, A History of American Philosophy, New York, Columbia University Press, 1946

*Bibliography will vary with instructor. The above bibliography is representative. One full length book reading (not a textbook) is required.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular
- Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? PH 101, 120, 221, 222

Liberal Studies Form -- 2

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

Primary Secondary

A. Intellectual Skills and Modes of Thinking:

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. X _____
- 2. Literacy--writing, reading, speaking, listening _____ X
- 3. Understanding numerical data _____ _____
- 4. Historical consciousness _____ X
- 5. Scientific inquiry _____ _____
- 6. Values (ethical mode of thinking or application of ethical perception) _____ X
- 7. Aesthetic mode of thinking _____ X

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

 X _____

C. Understanding the Physical Nature of Human Beings

_____ _____

D. Certain Collateral Skills:

- 1. Use of the library _____ X
- 2. Use of computing technology _____ _____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

cf. explanation

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

cf. explanation

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

cf. explanation

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

cf. explanation

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Liberal Studies Form: Explanations
PH 327 American Philosophic Thought

PART II. Liberal Studies Goals

A.1 Students are introduced to the main historical periods of American Philosophical Thought [colonial, American Enlightenment, Transcendentalism, Evolutionism, Idealism, Pragmatism, Realism]. The continued presence and interaction of these perspectives is explored, and a critical attitude taken toward the positive and negative aspects of each theory, its place in American thinking at large, and its difference from European counterparts. The course does not limit itself to a parochial reading of American philosophy.

A.2 Students are acquainted with the subject through reading of primary and selected secondary sources. Instructor will supplement material through outlines, handouts, discussion, and interaction with students.

A.4 Material is both of historical and contemporary significance.

A.6 The continuity and change in American values will be examined in terms of philosophical developments in America and Europe. Attention will be paid to America's contribution to philosophy, e.g., Emerson's concept of self-reliance, the adaptation of evolution to American transcendentalism on Emerson or theism in John Fiske, the originality of American pragmatism.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person:

American thought is essential not only to know the background of one's own country, but to interpret American positions globally. The needed dialogue between West and East, and North and South can only take place against the background of clearly formulated and critically analyzed ideas. Knowledge of American thought becomes one of the essentials.

PART III. General Criteria

A. Basic equivalency of all sections of this course would be assured by the following process. All instructors who have taught this course during the previous academic year and summer or intend to teach the course the following academic year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether or not they are adequately meeting the specific goals and criteria approved for this course and outline herein. Any problems or conflicts would be brought to the attention of the entire department for resolution.

B. The course lends itself easily to inclusion of minority and gender issues since the United States has argued such issues both militarily, as well as legally. The questions of racism and sexism are part of the wide American concern for progressive development of the notion of "people" in the Constitution's opening phrase.

C. Most readings are primary sources. Some are anthologies containing articles and/or selections by major philosophers. Required readings will include at least one booklength work by a major philosopher. Examples of booklength readings: Jonathan Edwards: Freedom of the Will; The Nature of True Virtue; Samuel Adams: Elementa Philosophica; Thomas Jefferson: Notes on Virginia; Ralph Waldo Emerson: Nature; Josiah Royce: The Religious Aspects of Philosophy; William James: Varieties of Religious Experience; John Dewey: Experience and Nature.

D. We do not have introductory major courses as such. This course meets all the requirements of a Liberal Studies "mandated" course except that it is a little more intense and demands a little more reading and comprehension ability. It would, therefore, be an ideal course for the better students at IUP. If a student can fulfill a requirement at a higher level should (s)he be required to take a lower level course?

E1. cf. syllabus and A.1

E2. cf. syllabus and A.1

E3. Discussion is encouraged.

E4. Creativity will be explored both in terms of its appearance in the American experience of rewriting European philosophy in an American way, the creativity of pragmatism as America's original philosophical position, the use of class discussion and critical analysis, and the writing assignments of the course.

E.5 American thought reveals itself to be the kind of thinking which is constantly concerned with the relation of theory and practice. This will be emphasized to illustrate that while American thinkers have been concerned to achieve philosophical precision and clarity of thought, this has generally been accomplished with the understanding that thought demands taking a stand on ethical and political matters. In this sense, American thought provides a lesson in the interrelationship of theory and praxis.

E.6. Cf. A.1

PART IV. Curriculum Category:

The syllabus and the above explanations above indicate the relationship between this course and the liberal studies criteria. These criteria are met except:

1. In terms of mathematics, although an individual instructor with mathematical background could address the mathematical logic found in Josiah Royce and Charles Sanders Peirce.

2. Non-western traditions might not be considered, except in cases where they have influenced America thinkers, the most notably example being Ralph Waldo Emerson.