

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

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|------------------------|
| LSC Use Only           |
| Number <u>134</u>      |
| Action <u>Approved</u> |
| Date <u>10-11-90</u>   |

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|----------------|
| UWUCC Use Only |
| Number _____   |
| Action _____   |
| Date _____     |

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 323 Political 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
- Liberal Studies Approval only (course previously has been approved by the University Senate)

*\* Note slightly revised Catalogue description.*

III. APPROVALS

Sharon Montgomery 5-4-90  
 Department Curriculum Committee

Sharon Montgomery 5-4-90  
 Department Chairperson

A. Joyce 5/10/90  
 College Curriculum Committee

\_\_\_\_\_  
 College Dean\*

Chad [Signature]  
 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 _____ |
| to UWUCC _____              |                                       |                                       |

GENERIC SYLLABUS  
ELECTIVE

I. Catalogue Description

PH 323 Political Philosophy

3 credits  
3 Lecture Hours

An inquiry into the philosophical concepts underlying the major political theories from ancient Greece to the modern era. Emphasis will be placed on major authors and texts to demonstrate a continuum of ideas and their modification, replacement, revival, as well as novel political ideas. Possible topics: commonality; peace; internationalism; sovereignty; nature of the state; law; the ruler; cosmopolitanism; nationalism; social contract; liberty; obligation; property; racism; sexism; slavery.

II. Course Objectives

1. To acquaint the student with the theoretical basis of political activity by analyzing, interpreting, and critically examining the fundamental ideas which have shaped the organization of societies.

2. To acquaint the student with the range of political theories and ideals through reading of substantial primary sources so as to better assess the meaning of political commitments and activities.

3. To illustrate the interrelation of political theory and practice.

4. To explore [where appropriate and feasible] justifications of power and its meaning for majorities, minorities, women

III. Course Outline\*

A. The difference between political philosophy and political science; examination of a philosophical approach to the discipline

B. Authors and Problems

1. Plato: Republic and Laws; justice; commonality
2. Aristotle: Nicomachean Ethics; Politics; Constitution of Athens
3. Cicero: De Re Publica and De Lege
4. Epictetus and Marcus Aurelius: selections
5. Thomas Aquinas: On Kingship; selections from the treatise on law in Summa Theologiae
6. Dante: De Monarchia
7. Machiavelli: The Prince
8. Bodin: Six Books on the State
9. Hobbes: Leviathan; De Cive

10. Locke: Second Treatise on Government
11. Montesquieu: Spirit of the Laws
12. Rousseau: The Social Contract; Discourses
13. Kant: Perpetual Peace; Idea for a Universal History
14. Hegel: Philosophy of Right
15. Whitman: Democratic Vistas
16. Mill: On Liberty
17. Marx: Economic-Philosophical Manuscripts of 1844
18. Freud: Civilization and its Discontents
19. Marcuse. Eros and Civilization
20. Arendt: On Totalitarianism

\*NOTE: The above outline is typical but would vary according to individual instructors.

#### IV. Evaluation Methods

Methods would vary according to instructor, but would include at least some of the following:

- (1) traditional examinations of either an objective and/or essay type
- (2) research projects, papers, book reports
- (3) student lead in-class discussion on assigned topics
- (4) take-home examinations using creative and situation oriented non-research essay topics

#### V. Required Textbooks

Selection of materials and sources would vary from instructor to instructor, but would include some of the following:

- (1) traditional anthologies, e.g., William Ebbstein, Great Political Thinkers: Plato to the Present, 4th Edition.
- (2) students will read one full length work (not a textbook) in political theory, e.g., Kant's Perpetual Peace
- (3) instructor selected anthologies of major journal articles, monographs, studies

#### VI. BIBLIOGRAPHY

- Aquinas, Thomas, On Kingship  
 Hannah Arendt, The Origins of Totalitarianism  
 Aristotle, Nicomachean Ethics, Politics  
 Jeremy Bentham, Principles of Morals and Legislation  
 Jean Bodin, Six Books on the State  
 Ernst Cassirer, The Myth of the State, New Haven, Yale University Press, 1946  
 Cicero, De Re Publica, De Legibus  
 Dante, De Monarchia, Liberal of Liberal Arts, Bobbs-Merril  
 William Ebbstein, Great Political Thinkers, Plato to the Present, fourth edition, Holt, Rinehart and Winston, New York, 1969

Sigmund Freud, Civilization and Its Discontents  
G.W.F. Hegel, Philosophy of Right  
Thomas Hobbes, De Cive, Leviathan  
Immanuel Kant, Perpetual Peace  
John Locke, Second Treatise on Government  
Machiavelli, The Prince  
Herbert Marcuse, Eros and Civilization  
Karl Marx, Economic and Philosophical Manuscripts of 1844  
John Stuart Mill, On Liberty  
Plato, Republic, Laws  
Rousseau, Jean Jacques, The Social Contract, Discourses  
Leo Strauss and Joseph Cropsey, History of Political  
Philosophy, third edition, Chicago, University of Chicago Press,  
1987

# 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 323 Political Philosophy

PART II. Liberal Studies Goals:

A.1 Students are introduced to a variety of political theories through presentation of main concepts, analysis and logical implications of ideas, and the consistency of theory and theory and practice. At the same time, political choices must be made, and this requires a clear and critical view of any position adopted, its political and ethical consequences, its consistency with respect to future action, and its impact on others who might not share the same political view. While political action necessitates compromise, political principles limit this. The student would be introduced to the delicate balance that exists between the realm of principle and the realm of compromise and the fact that hard choices are sometimes necessary. This places great emphasis on the need for clarity of thought and critical judgment.

A.2 Literacy is attained through creative essay examinations in which problematic situations/author position/theoretical analysis is required. In addition, each student must research a limited and approved topic and present her/his findings in the form of a term paper.

A.4 Since the course covers the major political writings who have influenced both theory and practice, the student is introduced to an historical perspective and develops an understanding of the sequence of the most important political ideas and their development.

A.6 Since political thinking does not take place without choices among competing goods and values, the student is introduced to the effect of sought goals on political theory and practice. Competing theories of the state, government, and power are made against the background of perceived values and their relative importance.

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

The study of political thought is essential in a democratic society if humans are to become aware of themselves as political and social beings who ought to participate in the decisions which affect the common good and individuals. Since humans exist in a bodily way, human activity cannot be divorced from its impact on and relationship to others living in the world. An understanding of human action and interrelationship is essential for social and political existence where autonomy and responsibility are important values.

D. Certain Collateral Skills:

1. Use of the Library through assigned readings, but especially research for term projects.

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 study of political thought leads itself to consideration of questions of minorities and gender. Introduction of such material can be accomplished through instructor commentary on the place and role of minorities/women, through the inclusive/exclusive implications of such concepts as voting, property rights, societal roles, legal and political language, etc.

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 works: Plato: Republic; Aristotle: Politics; Dante: On Monarchy; Thomas Hobbes: Leviathan; Machiavelli: The Prince; John Milton: Areopagitica; John Locke: Second Treatise on Government; Jean-Jacques Rousseau: Discourses; Immanuel Kant: On Perpetual Peace; Idea for a Universal History with Cosmpolitan Intent; John Stuart Mill: On Liberty.

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?

E.1 cf. syllabus and A.1

E.2 cf. syllabus and A.1

E.3. Through class discussion, terms papers and projects

E.4. cf A.1. Examinations and term projects would emphasize a creative approach for students, by construction of examination and projects that do not permit easy answers or ones which merely reformulate readings and discussions.

E.5 The political world is a world in which the student must continually live. The course would indicate this in terms of the consequences of political ideas and how they have shaped political reality. The student would be presented with an expansive, rather than restrictive view of political thinking.

E.6 Parallels can be drawn between past and present both in terms of theory and practice.

#### PART IV. Curriculum Category

The syllabus and the answers to Part III indicate that this course does meet the criteria selected. The course is limited in that:

1. It does not use quantitative analysis or mathematical skills, but analysis of ideas and their consequences.

2. The non-western tradition is not represented, although this could be included through considerations of some selected texts, such as The Edicts of Asoka, and contemporary constitutions of Third World countries.