

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number _____
Action _____
Date _____

UWUCC Use Only

Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 420 Metaphysics

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)

III. APPROVALS

Shawn Martgony
Department Curriculum Committee

RR
College Curriculum Committee

CD [Signature]
Director of Liberal Studies
(where applicable)

Shawn Martgony
Department Chairperson

R. [Signature]
College Dean*

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 _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

Revised 5/88

[Attach remaining parts of
proposal to this form.]

GENERIC DESCRIPTION
ELECTIVE

I. Catalogue Description

PH 420 Metaphysics

3 credits
3 Lecture Hours

A study of the nature of reality in general and of the main categories through which it is understood. The main topic areas of metaphysics concern: the one and the many; the relation of thought and being; the problem of universals; nominalism; realism; idealism; the nature of being, substance, essence, space, time, eternity, matter, mind; determinism-indeterminism. Junior or senior standing or instructor permission, along with well developed thinking and reading skills.

II. Course Objectives

1. To introduce students to an understanding of the discipline itself and its various approaches.

2. To introduce the most fundamental concepts concerning the nature of reality which underlay and determine the other branches of philosophy.

3. To enable the student to recognize some of the main historical forms in which metaphysical concepts appear.

III. Course Outline*

A. Introduction to the subject

1. Metaphysics or Ontology? Some descriptions of the subject

2. Is metaphysics possible?

3. The notion of wisdom in Aristotle, Metaphysics, A

4. Ambiguities in Metaphysics: the pros hen equivocal in Aristotle

5. Heidegger and the forgetting of the Being-question

B. The Real as Static (One); the Real as Dynamic (Many)

1. Parmenides, fragments

2. Heraclitus, fragments

C. The Real as Expressible

1. W.V.O. Quine, On What there is

2. Bertrand Russell, On Denoting

3. Nelson Goodman, A World of Individuals

4. Rudolf Carnap, The Elimination of Metaphysics Through Logical Analysis

5. Mikel Dufrenne, Language and Metaphysics

D. Identity

1. W.V.O. Quine, Identity, Ostension and Hypothesis

2. Martin Heidegger, The Principle of Identity

3. David Hume, A Treatise of Human Nature (on identity)
- E. The View of the Whole
 1. Charles Landesman, The Problem of Universals
 2. A.N. Whitehead, Process and Reality (Introduction)
 3. Bertrand Russell, On the Relations of Universals and Particulars
 4. Paul Weiss, Modes of Being (Introduction)
- F. The Nature of Fundamental Inquiry
 1. Immanuel Kant, Critique of Pure Reason (selections)
 2. G.W.F. Hegel, The Science of Logic (selections)
 3. Josiah Royce, The Problem of Christianity (sections on Interpretation)
- G. Forms, Essences, Being
 1. Plato: Phaedo
Parmenides
 2. Aristotle: Metaphysics
 3. Husserl: Ideas
 4. Wittgenstein: Philosophical Investigations

*NOTE: The above outline represents one of many possible ways to organize and structure the course; actual outlines will vary with individual instructors.

IV. Evaluation Methods

Actual methods will vary with instructors, but would include some of the following:

1. traditional examinations of an objective and/or essay type
2. traditional research papers on specific topics of an historical or problematic kind
3. the use of philosophical journals, book reports
4. student lead in-class discussion on selected or assigned topics

V. Required Textbooks

Texts in metaphysics are not plentiful, and consistent with individual instructor could use some of the following:

1. Available monographs on metaphysics itself, e.g., W.H. Walsh, Metaphysics.
2. Anthology of classical and modern texts selected by the instructor
3. Selection of classical and modern book length works, e.g., Plato: Phaedo; Parmenides; Aristotle: Metaphysics; Thomas Aquinas: On Being and Essence, Heidegger, The Principle of Identity.
4. Use of handouts.

VI. BIBLIOGRAPHY*

- Aristotle. Physics, Metaphysics
Aquinas, Thomas. De Ente et Essentia
Elgin, Catherine Z. "The Relativity of Fact and the Objectivity
of Value, Relativism: Anticipation and Confrontation, ed.,
Michael Kalasz
-----, With Reference to Reference
Frye, Marilyn. The Politics of Reality: Essays in Feminist Theory
Harding, Sandra and Merrill B. Hintikka. Discovering Reality:
Feminist Perspectives on Epistemology, Metaphysics,
Methodology and Philosophy of Science
Goodman, Nelson and Catherine Z. Elgin. Reconceptions in
Philosophy and Other Arts and Sciences
Hegel, Georg F.W. Science of Logic
Hume, David. Treatise on Human Nature
Kant, Immanuel. Critique of Pure Reason
Plato. Phaedo, Parmenides, Sophist

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, 223

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.	<u> X </u>	<u> </u>	
2. Literacy--writing, reading, speaking, listening	<u> </u>	<u> X </u>	
3. Understanding numerical data	<u> </u>	<u> </u>	
4. Historical consciousness	<u> </u>	<u> X </u>	or No
5. Scientific inquiry	<u> </u>	<u> </u>	
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> X </u>	or No
7. Aesthetic mode of thinking	<u> </u>	<u> X </u>	or No
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person			
	<u> X </u>	<u> </u>	
C. Understanding the Physical Nature of Human Beings			
	<u> </u>	<u> </u>	
D. Certain Collateral Skills:			
1. Use of the library	<u> </u>	<u> X </u>	or No
2. Use of computing technology	<u> </u>	<u> </u>	

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

Liberal Studies Form -- 4

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 420 Metaphysics

PART II. Liberal Studies Goals:

A1. Students are introduced to the foundational concepts in philosophy (being/non-being; one/many; stability/change; existence/essence). The course demands critical understanding, analytical and synthetic ability, argumentative and writing skills. The issues are highly controversial and a long and critical debate surrounds them. The student is encouraged to explore the various philosophical positions and to formulate a reasoned and critically founded position which is not oblivious to strong competing positions. At the same time, the student is encouraged not to take the radical differences among philosophers studied as an argument for philosophical despair. The course challenges the student to avoid the extremes of dogmatism and nihilism. While major figures will be considered the course approaches metaphysics through an examination of its problem areas.

A2. The reading for this course is substantial and in works which are generally considered difficult. The instructor will provide requisite background, analysis of ambiguous terms, and may also provide supplemental handouts and outlines. Discussion is strongly encouraged.

A4. Material will be of both historical and contemporary significance.

A6. Values in the most general sense are considered, understanding this term not in its ethical or aesthetic significance, but in a formal and substantive sense, e.g., the emphasis in western thought on unity, consistency, stability, etc. are requisite concepts for an adequate metaphysics.

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

Metaphysical concepts appear in all other philosophical disciplines and are implicit in historical, literary, aesthetic, political, ethical, social, scientific analyses. Thus, the notions of time, unity/difference; value; nature of the person; meaning of the universe; community, causality, lawfulness are unexamined, yet important concepts. Acquaintance with the meaning and relevance of such ideas become paramount at the limits of the various disciplines where the nature of the discipline, its goals, procedures, and consequences become significant questions.

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 will attempt to fulfill liberal studies criteria concerning minorities and women where appropriate. This would include minority and women authors, the use of nonracist, nonsexist language, and the inclusion of issues where metaphysical concepts have potential racial or gender implications, e.g., the use of gender in designating the deity, the notion of human differences as accidental, not essential. Questions concerning the meaning of human identity, the nature of the person are not gender or race dependent. The interrelationship of language as descriptive and normative often reveals political, gender, and racial preconceptions. For examples of source material, cf. Bibliography above.

C. Student reading will concentrate on major texts [primary and secondary] and where appropriate will read substantial excerpts from such texts. Examples of possible book length readings are: Plato: Parmenides; Sophist; Aristotle: Metaphysics; Descartes: Discourse on Method; Hume: Inquiry into Human Understanding; C.I. Lewis: Mind and World Order.

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 A1.

E2. cf. syllabus and A1.

E3. Discussion is encouraged.

E4. Students will gain an appreciation of creativity through the extraordinary inventiveness of the philosophers studied, an analysis of the nuances of their ideas and their transformation through the work of subsequent philosophers, and through the use of projects which demand research, analytic, synthetic, and critical examination of philosophers and problems studied.

E5. Since metaphysics is one of the three foundational disciplines in philosophy, commitment to some position is essential to permit other philosophical work. Other philosophical

positions assume some metaphysical orientation, and the student will be encouraged to formulate a metaphysical perspective which is consistent with other intellectual endeavors.

PART IV. Curriculum Category:

The syllabus and the 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 raise metaphysical issues on the nature of mathematics.

2. Non-western traditions might not be considered, except in a peripheral way and subject to the knowledge of the instructor. Where appropriate Chinese, Japanese, and Indian thought might be mentioned.

Date: June 27, 1989

Subject: Request For Approval of Dual Category

To: Liberal Studies Committee

From: Philosophy & Religious Studies Department

I. Dual Category

We are requesting that each of the courses in this group (PH 324, 325, 405, 420, 421) satisfy, at the student's option, either the Humanities: Philosophy/Religious Studies category or the Liberal Studies Elective category. We feel this is appropriate because these courses satisfy the Humanities: Philosophy/Religious Studies criteria and, although they are advanced courses, they are not "in the normal sense" technical, professional, or pre-professional courses.

Philosophy is neither a profession nor a vocationally oriented discipline. At least at the undergraduate level, most if not all philosophy courses are broad based and treat issues of significance to all humans as they attempt to understand their existence and their experience. It is in their very nature to be liberal studies courses and to have, in most cases, an interdisciplinary flavor.

None of the courses in this group has a course prerequisite hence each involves a general introduction to the discipline of philosophy and its methodology. In that the courses are advanced in the sense of probing their subject matter more deeply than a typical introductory level course, they are more difficult to understand than the courses we have placed in the "mandate" only category. For that reason they are appropriate only for junior or senior students who have well developed thinking and reading skills as well as greater motivation and interest in pursuing philosophical issues. Indeed we feel that these courses are more appropriate for such students than are the courses that we have placed in the "mandate" only category.

II. Humanities: Philosophy/Religious Studies Category

We are also submitting, at this time, one additional course for our "mandate" only category: PH 223 Philosophy of Art. This was one of our original General Education courses which has been appropriately modified to satisfy Liberal Studies requirements. It is not an advanced course. Value theory in Philosophy includes both ethics and aesthetics. We have previously submitted an ethics course; this is an aesthetics course. It is one of the five main areas of Philosophy.

III. Liberal Studies Elective Category

Philosophy is presently working on a group of courses to be considered for the LS Elective category. These will be submitted in the early part of the F89 semester.

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