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Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Philosophy	Phone 7-2310

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: PHIL 240 Philosophy and the Good Life

2. Liberal Studies Course Designations, as appropriate

- This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Paul Telford</i>	3/15/14
Department Chairperson(s)	<i>Myra</i>	3.13.14
College Curriculum Committee Chair	<i>Aly Beck</i>	3-26-14
College Dean	<i>T. Ann</i>	3/26/14
Director of Liberal Studies (as needed)	<i>Dr. H. Kauf</i>	4/16/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schust</i>	

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 Liberal Studies
 Liberal Studies

Syllabus of Record: PHIL 240: Philosophy and the Good Life

I. Catalog Description

PHIL 240: Philosophy and the Good Life

3 class hours, 0 lab hours,
3 credits (3c- 0l-3cr)

Prerequisites: None

Examines philosophical attempts to say what it means to live a good life. Is living a good life simply about maximizing the pleasure one experiences? Does a good life require religious faith? Is being virtuous essential to living a good life? Historical thinkers considered in this course may include Plato, Aristotle, Confucius, Laozi, Augustine, Aquinas, Rousseau, Nietzsche, and Russell. Contemporary philosophical work on happiness informed by empirical research may also be considered.

II. Course Outcomes

At the end of the course students will be able to:

Objective 1:

Explain past and present philosophical conceptions of the good life.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale:

Assignments will require students to explain different conceptions of what counts as a good life. This will happen through short-answer questions and short papers, and where possible, in exam questions. (EUSLO 1)

Based on the course setup outlined below, students will gain an appreciation of the different conceptions of the good life and their ongoing relevance to present-day concerns. In doing so, students will better understand and respect the actions and lifestyle choices of people from different religious, cultural, and intellectual backgrounds. Exam questions and other short writing assignments will require students to assess the actions and lifestyles of various individuals from the perspective of one or more conceptions of the good life discussed in class to encourage students to consider these issues from different perspectives than their own. (EUSLO 3)

Objective 2:

Explain historically important objections to various conceptions of the good life.

Expected Student Learning Outcome 1

Informed Learners

Rationale:

Students will be required to demonstrate knowledge of historically important objections to various conceptions of the good life. This will happen through short-answer questions and short papers, and where possible, in exam questions.

Objective 3:

Analyze diverse conceptions of the good life and articulate their own conception of the good life.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale:

Short writings assignments (and where possible, exam questions) will require students to defend their own positions and raise objections to views they disagree with. This will be in service of enhancing critical thinking skills, which is the hallmark of philosophy. The focus on critical thinking skills is particularly emphasized in our introductory level courses, where students are taught explicitly about the nature of good reasoning (according to the different standards appropriate to what kind of argument is being used) and how to assess such reasoning/arguments. (EUSLO 2)

This course combines theoretical and practical concerns about how one should act and what type of person one should strive to be. Writing assignments and class discussions will get students to evaluate various understandings of the good life and lead them to reflect on, and perhaps revise, their own conceptions of the good life. (EUSLO 3)

III. Sample Course Outline

I. *Ancient Views* (13 Hours)

1. Plato
 - a. Achieving internal harmony
 - b. Pursuing knowledge
2. Aristotle
 - a. Happiness as the highest good
 - b. Connection between virtue and happiness
3. Epicureanism
 - a. Hedonism
4. Stoicism
 - a. Achieving internal tranquility by eliminating desires and fears
5. Daoism
 - a. Living in accordance with the dao
6. Confucianism
 - a. Achieving virtue through proper study and ritual practice

Exam 1 (1 Hour) [14]

II. *Religious views* (8 Hours) [22]

1. Buddhism
 - a. Elimination of desire as key to a good life
2. Christian views
 - a. Luther
 - i. Salvation through faith alone
 - b. Dostoevsky
 - i. Practicing unconditional love

- c. Pojman and James
 - i. Pragmatic benefits of Christian belief

III. *Existentialist views* (5 Hours) [27]

- 1. Nietzsche
 - a. Creation of oneself and one's values
- 2. De Beauvoir
 - a. Creation of oneself and one's values while still maintaining moral respect for others
- 3. Camus
 - a. Acting with awareness of the fundamental absurdity of existence

Exam 2 (1 Hour) [28]

IV. *Social interaction and the good life* (4 Hours) [32]

- 1. Rousseau
 - a. Society and education as impediments to happiness
- 2. Russell
 - a. Importance of external activities for happiness
- 3. Noddings
 - a. Caring for others

V. *Work and the good life* (4 Hours) [36]

- 1. Marx
 - a. Alienated labor in the modern, capitalist era
- 2. Schlick
 - a. Importance of play (intrinsically enjoyable activities)

VI. *Current philosophical and empirical research on happiness* (6 Hours) [42]

Final Exam (2 Hours)

IV. Evaluation Methods

Evaluation methods will vary among instructors. A sample Evaluation Methods follows for the syllabus above:

- Short, in-class writings and quizzes: 10%
- 2 Short Papers (500-750 words): 20%
- Two Exams (Short answer; True/False; Multiple Choice): 45%
- Final (Comprehensive) Exam: 25%

V. Example Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

VI. Undergraduate Course Attendance Policy

Individual faculty members will develop their own policy in compliance with the university attendance policy as stated in the Undergraduate Catalog.

VII. Possible Required and Supplemental Texts:

Examples of required texts:

Cahn, Steven M. and Christine Vitrano, editors. *Happiness: Classic and Contemporary Readings in Philosophy*, Oxford: Oxford University Press, 2007.

Guignon, Charles, editor. *The Good Life*, Indianapolis: Hackett Publishing, 1999.

Klemke, E.D. and Steven Cahn, editors. *The Meaning of Life: A Reader*, Oxford: Oxford University Press, 2007.

Westphal, Jonathan and Carl Levenson, editors. *Life and Death*, Indianapolis: Hackett, 1993.

Examples of supplemental texts:

Tiberius, Valerie. "Philosophical Methods in Happiness Research," in *The Oxford Handbook of Happiness*, eds. Susan David, Ilona Boniwell, Amanda Conley Ayers, Oxford University Press, 2013.

Cummins, Robert A. "Measuring Happiness and Subjective Well-Being," in *The Oxford Handbook of Happiness*, eds. Susan David, Ilona Boniwell, Amanda Conley Ayers, Oxford University Press, 2013.

VIII. Special Resource Requirements

None.

IX. Bibliography

Annas, Julia. *Intelligent Virtue*, Oxford: Oxford University Press, 2011.

Aristotle. *Aristotle's Nicomachean Ethics*, translated by Robert C. Bartlett and Susan D. Collins, Chicago: University of Chicago Press, 2012.

Augustine. *Confessions*, translated by Henry Chadwick, Oxford: Oxford University Press, 1991.

Beauvoir, Simone de. *Ethics of Ambiguity*, translated by B. Frechtman, New York: Citadel Press, 1976.

Besser-Jones, Lorraine. *Eudaimonic Ethics*, New York: Routledge, 2014.

Bok, Sissela. *Exploring Happiness: From Aristotle to Brain Science*, New Haven, CT: Yale University Press, 2011.

- Bortolotti, Lisa, editor. *Philosophy and Happiness*, Palgrave MacMillan, 2009.
- Cahn, Steven M. and Christine Vitrano, editors. *Happiness: Classic and Contemporary Readings in Philosophy*, Oxford: Oxford University Press, 2007.
- Camus, Albert. *The Myth of Sisyphus and Other Essays*, New York: Vintage, 1991.
- David, Susan, Ilona Boniwell, and Amanda Conley Ayers, editors. *The Oxford Handbook of Happiness*, Oxford: Oxford University Press, 2013.
- Epicurus. *The Art of Happiness*, translated by George Strodach, New York: Penguin, 2012.
- Guignon, Charles, editor. *The Good Life*, Indianapolis: Hackett Publishing, 1999.
- Haidt, Jonathan. *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom*, New York: Basic Books, 2006.
- Haybron, Daniel. *Happiness: A Very Short Introduction*, Oxford: Oxford University Press, 2013.
- Haybron, Daniel. *The Pursuit of Unhappiness: The Elusive Psychology of Well-Being*, Oxford: Oxford University Press, 2010.
- James, William. *The Will to Believe and Other Essays in Popular Philosophy*, Cambridge, MA: Harvard University Press, 1979.
- Klemke, E.D. and Steven Kahn, editors. *The Meaning of Life: A Reader*, Oxford: Oxford University Press, 2007.
- Laozi and Penny, Benjamin. *Daodejing*, translated by Stephen Ryden, Oxford: Oxford University Press, 2008.
- Lucretius. *The Nature of Things*, translated by Alicia Stallings, New York: Penguin, 2007.
- Marx, Karl. *The Economic and Philosophic Manuscripts of 1844*, translated by Martin Milligan, Amherst, NY: Prometheus, 1988.
- McDermott, Timothy. *Aquinas Selected Writings*, Oxford: Oxford University Press, 1993.
- Nietzsche, Friedrich. *The Gay Science, with a Prelude of Rhymes and an Appendix of Songs*, Translated by Walter Kaufmann, New York: Random House, 1974.
- Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*, Berkeley: University of California Press, 1984.
- Plato. *Phaedo*, translated by David Gallop, Oxford: Oxford University Press, 2009.

Plato. *Republic*, translated by C.D.C. Reeve, Indianapolis: Hackett, 2004.

Rousseau, Jean-Jacque. *Emile: Or On Education*, translated by Allen Bloom, New York: Basic Books, 1979.

Russell, Bertrand. *The Conquest of Happiness*, New York: Routledge, 2012.

Slingerland, Edward. *Confucius: Analects*, Indianapolis: Hackett, 2003.

Vitrano, Christine. *The Nature and Value of Happiness*, Boulder, CO: Westview Press, 2014.

Westphal, Jonathan and Carl Levenson, editors. *Life and Death*, Indianapolis: Hackett, 1993.

SAMPLE ASSIGNMENT (SHORT PAPER) FOR LIBERAL STUDIES COURSE: PHIL 240

Basic idea: Find some relatively recent news article or report that can be used to make a connection between some of the more abstract philosophical ideas discussed in class to more concrete issues/examples. Write a short paper in which you summarize the main points of the article and explain how the issues discussed in the article can be assessed from the point of view of one or more of the philosophical perspectives on the good life that we have discussed in class.

Types of acceptable articles: You should look for articles that provide examples of a certain lifestyle that can be evaluated using the thoughts of one of the philosophers we discuss or contain explicit thoughts about how to live well that can be evaluated using the thoughts of one of the philosophers we discuss. It is acceptable to get articles from any high quality news source. High quality means other well-respected newspapers (e.g. Washington Post, Wall Street Journal, Los Angeles Times, etc.), well-respected magazines (e.g. Time, The Economist, Newsweek, Scientific American, etc.), or well-respected news organizations (e.g. NPR, CNN, BBC, etc.).

Format for the paper part: The length of the paper should be in the 500-750 word range. The paper should have two main parts: one in which you briefly summarize the contents of the article you have chosen, and then one in which you explain the connection you see to something we have read for class. More thought and effort should be expended on the second part. The main aim of this assignment is to demonstrate that you understand some of the philosophical concepts that we have discussed and that you apply them to more concrete examples, not just to demonstrate that you can provide straightforward summaries of news articles. If you found an article on the internet, put a link to the article in your paper. If you have a hard copy of the article, give it to me in class.

General stylistic advice: Students often wonder how much material can be presupposed and how much needs to be made explicit. I recommend the following: Imagine that you are going to read the finished paper out-loud to a roommate, one who has taken no Philosophy. If this person is going to understand your paper, you must carefully explain any technical terms and important concepts. As well, by imagining the paper is going to be read aloud, you will force yourself to keep your sentences relatively simple and straightforward; otherwise a listener wouldn't be able to follow you. The goal is to get your ideas across.

Please carefully read the following statement regarding plagiarism:

Academic honesty is an essential component of intellectual development. And it is a vital element in the mission of this University. As such, you should familiarize yourself with IUP's policy on academic honesty, found in the Student Handbook. I will not tolerate any violations of this policy. If you have any questions about the policy or more generally about what counts as plagiarism, please do not hesitate to contact me.

Grading Criteria for Short Papers:

A papers generally meet the following criteria:

- Are well-written, with a minimum of typographical, grammatical, and spelling errors.

- Demonstrate a sophisticated understanding of the chosen philosophical view(s) of the good life.
- Clearly demonstrate the ability to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles.
- Choice of a clearly relevant and fitting news article/report.

B papers generally meet the following criteria:

- Demonstrate a basic understanding of the chosen philosophical view(s) of the good life
- Demonstrate a basic ability to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles.
- Choice of a clearly relevant and fitting news article/report.
- Are well-written, with only a few writing mistakes.

C papers generally:

- Are not clearly organized.
- Have a slightly misguided understanding of the chosen philosophical view(s) of the good life
- Struggle to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles.
- Have a chosen news article that is not clearly relevant

D papers generally:

- Are poorly written.
- Demonstrate minimal understanding of the chosen philosophical view(s) of the good life.
- Demonstrate minimal ability to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles.
- Have a chosen news article that is not relevant

F papers generally:

- Make use of material found online that is simply cut/pasted into the document, without any attempt to explain the material.
- Fail to properly cite quoted material (serious failures will trigger an investigation into whether standards of academic honesty were violated).
- Are far too short, and poorly written.
- Demonstrate complete lack of effort on the part of the student.

Answers to Liberal Studies Questions

1. Typically there will be several sections offered per academic year, with different faculty teaching the course. By relying on the syllabus of record, as well as through regular meetings and discussions about the goals of our lower-level, introductory type courses, we will be able to ensure that a similar range of topics are being taught, and that all who teach this class will share in the same objectives and learning outcomes. This is a practice we already have in place, to both ensure a high degree of uniformity across different sections and faculty.

2. Care will be taken to include, whenever appropriate, discussions and arguments concerning issues related to women and minorities. In the sample course content provided above, there is consideration of Simone de Beauvoir's existentialist conception of the good life, which is closely connected to her well-known feminist work, and Nel Noddings' focus on caring for others as the key to living a good life, a theme found in much feminist discussion of ethics. Some instructors may choose to include a section on conceptions of the good life found in the writings of thinkers who are members of an ethnic minority. For example, one of the recommended textbooks mentioned above, *The Good Life*, includes works by W.E.B. Dubois and bell hooks, which could serve as the basis for a section of the course dealing with African-American conceptions of the good life.

3. Instructors of this course will typically use an anthology of primary texts. In addition students will read particular essays and opinion pieces on various topics not found in the anthology of choice. The combination of the two will ensure that this requirement is met.

4. As Philosophy courses aren't typically offered in high schools, most students have no exposure to the discipline prior to college. Given this, we, like most Philosophy departments, don't offer introductory courses designed for majors, as the vast majority of our majors declare after taking an introductory course. All of our knowledge area courses are thus designed to introduce the discipline to students, whomever they are. Students who decide to major in Philosophy will simply build on what they have learned in this general introductory course.

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

- A1. The course will be open to all IUP students.
- A2. This course does not require changes in any existing Philosophy department courses.
- A3. This course has not been offered on a trial basis.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit.
- A6. Philosophy departments around the country are starting to offer courses like this one with increasing frequency, presumably in order to highlight the continued practical relevance of philosophy. The following are representative:

St. Louis University: Philosophy 335: Philosophy and the Good Life
<http://www.slu.edu/departments-of-philosophy/undergraduate-program/course-offerings>

Haverford College: Philosophy 109: Philosophy and the Good Life
<http://www.haverford.edu/catalog-archive/1011/humanities/philosophy.php>

George Mason University: Philosophy 251: Happiness and the Good Life
<http://philosophy.gmu.edu/articles/6354>

- A7. This specific course is not required by the American Philosophical Association (APA). In general the APA does not provide recommendations for undergraduate curriculum content.

B. Interdisciplinary Implications

- B1. In any given semester, this course will always be taught by a single instructor from the Philosophy Department.
- B2. This course does not duplicate or affect courses offered by other departments.
- B3. This course will not be cross-listed.
- B4. This course will be open to all enrolled undergraduate students, with no prerequisites in place. No seats will be set aside in particular for Continuing Education students, though they are welcome to register.

C. Implementation

C1. The department can work this course into its rotation of courses. In semesters when 1-3 sections of PHIL 240 are taught, 1-3 fewer sections of PHIL 100 will be taught.

C2. No additional space, equipment, supplies, or library materials are needed.

C3. None of the resources for this course are based on a grant.

C4. The course will usually be offered one semester per academic year.

C5. We expect to offer between one and three sections each semester the course is offered.

C6. Our enrollment caps for lower-level classes are set by our College, and are presently at approximately 55 students.

C7. The American Philosophical Association does not recommend maximum enrollments for this type of course.

C8. This is not being offered as a distance education course.

D. Miscellaneous

None.