CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change
   Course title and catalogue description change
   Analytic
   Course/Program Title: PH 410 Contemporary/Philosophy
   Suggested 20 Character Course Title: Analytic Philosophy
   Department: Philosophy & Religious Studies
   Contact Person: Dr. Carol Caraway

II. If a course, is it being Proposed for:
   
   x Course Revision/Approval Only
   ___ Course Revision/Approval and Liberal Studies Approval
   ___ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

   [Signatures and dates]
   Department Curriculum Committee
   College Curriculum Committee
   College Dean *
   Department Chairperson
   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 to be implemented: _________ Date to be published in Catalog: _________

   to UWUCC: _________
PART II. DESCRIPTION OF CURRICULUM CHANGES

SUMMARY OF CHANGES:

Change PH 410 course title by adding "Analytic":
   current title:  PH 410 Contemporary Philosophy
   proposed title: PH 410 Contemporary Analytic Philosophy

Change PH 410 course description by deleting the italicized items in the current course description:
   Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, and linguistic analysis, existentialism, and phenomenology.


PH 410 Contemporary Philosophy 3c-01-3sh
Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, and linguistic analysis, existentialism, and phenomenology.

Proposed Catalogue Copy

PH 410 Contemporary Analytic Philosophy 3c-01-3sh
Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, and linguistic analysis.

REASONS FOR CHANGE: Our current course offerings contain an unjustified disparity and overlap. The current PH 410 Contemporary Philosophy covers both the analytic tradition and the tradition of phenomenology and existentialism. The current PH 326 Phenomenology and Existentialism also covers the second tradition. Thus, there is a separate course for the second tradition, but not for the first. This is unjustified, especially when the first tradition is the predominant one in Anglo-American culture. To eliminate this disparity, we propose eliminating phenomenology and existentialism from PH 410 and making it a course in the analytic tradition alone. This change would result in two 20th century PH courses: one in each of the two traditions. This would be a more equitable treatment of the two traditions and would facilitate instruction. Each philosophy faculty member in our department has been trained primarily, if not exclusively, in only one of these two traditions. The proposed change would enable each of us to teach the tradition of our training.
GENERIC COURSE SYLLABUS

I. CATALOG DESCRIPTION:

PH 410 CONTEMPORARY ANALYTIC PHILOSOPHY: 3c-01-3sh
Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, logical and linguistic analysis.

II. COURSE OBJECTIVES:

A. Introduce students to dominant schools of philosophical thought in the twentieth century Anglo-American tradition.

B. Investigate the concepts, theories, and problems central to understanding such positions. Explore such topics as language, meaning, value, logic, knowledge, justification, objectivity, perception, and truth.

C. Consider major twentieth-century Anglo-American philosophers.

III. COURSE OUTLINE: The following is a brief representative list of themes and individuals. It includes representative readings for each topic. Some who teach the course may focus on fewer philosophers in more depth, or trace thematic developments through several thinkers. Thus, outlines will vary from instructor to instructor.

A. Pragmatism:
2. William James, "What Pragmatism Means."

B. Early Analysts:
2. Gottlob Frege, "On Sense and Nomination."
3. Bertrand Russell, "Descriptions," "Mr. Strawson on Referring."

C. Logical Positivism:
2. W. V. O. Quine, "Two Dogmas of Empiricism."
4. C. L. Stevenson, "The Emotive Meaning of Ethical Terms."

D. Ordinary Language Philosophy:
1. Gilbert Ryle, "Descartes' Myth."

E. Feminism:
1. Lynn Hankinson Nelson. WHO KNOWS: From Quine to a Feminist Empiricism.
IV. EVALUATION METHODS: Actual methods will vary from instructor to instructor. When the course is offered as a writing intensive course, at least 50% of the grade will be based on different writing assignments which total approximately 15-20 typed pages. When the course is not writing intensive, evaluation methods will include some writing assignments, a final examination or terminating assignment, and perhaps others of the following: class discussion, oral reports on required readings, short papers, term paper, objective or essay examinations, final examination, philosophical journal.

A. Sample evaluation method for writing intensive course:
1. Six written reviews of required readings: 40%
2. Essay midterm and essay final examinations: 50%
3. Class participation: 10%

B. Sample evaluation method for non-writing intensive course:
1. Oral reports required readings: 10%
2. Four written reviews of required readings: 30%
3. Two examinations: 50%
4. Class participation: 10%

V. REQUIRED TEXTS: This will vary from instructor to instructor, but we will require at least one book length work. Typical texts for the course could be one or more of the following. Sample readings are listed in III.

A. Book-length Works: At least one such work must be used. The following are examples of possible choices.
3. Lynn Hankinson Nelson. WHO KNOWS: From Quine to a Feminist Empiricism.

B. Anthologies: One or more may be used. The following are examples of possible choices.
   Volume 1: Pragmatism and America's Philosophical Coming of Age.

VI. SPECIAL RESOURCE REQUIREMENTS: None.

VII. BIBLIOGRAPHY: See following pages.
Bibliography

I. General Surveys (things to read first)


II. General Collections


III. Miscellaneous


BIBLIOGRAPHY ADDENDUM: UPDATE

I. General Survey:


II. General Collections:


III. Feminism

Collections:


Monographs:


OLD

GENERIC COURSE SYLLABUS

I. CATALOG DESCRIPTION:

PH 410 CONTEMPORARY PHILOSOPHY: 3c-01-3sh
Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, logical and linguistic analysis, existentialism, and phenomenology.

II. COURSE OBJECTIVES:

A. Introduce students to dominant schools of philosophical thought in the twentieth century.

B. Investigate the concepts, theories, and problems central to understanding such positions. Explore such topics as language, meaning, value, logic, knowledge, justification, objectivity, perception, and truth.

C. Consider major twentieth-century philosophers.

III. COURSE OUTLINE: The following is only a sample. Outlines will vary from instructor to instructor.

A. Pragmatism:
1. Charles S. Pierce, "What Pragmatism Is."
2. William James, "What Pragmatism Means."

B. Early Analysts:
2. Gottlob Frege, "On Sense and Nomination."
3. Bertrand Russell, "Descriptions," "Mr. Strawson on Referring."

C. Logical Positivism:
2. W. V. O. Quine, "Two Dogmas of Empiricism."
4. C. L. Stevenson, "The Emotive Meaning of Ethical Terms."

D. Ordinary Language Philosophy:

E. Phenomenology and Existentialism:
1. Edmund Husserl, "Philosophy as a Rigorous Science."
2. Martin Heidegger, "Introduction to Being and Time."
3. Jean-Paul Sartre, "Existentialism and Human Emotions."
4. Maurice Merleau-Ponty, "Phenomenology and the Sciences of Man."

F. Feminism:
2. Evelyn Fox Keller, "Gender and Science."
IV. EVALUATION METHODS will vary from instructor to instructor, but will include at least some of the following and must include some writing and a final examination or terminating assignment.
   A. Class Discussion
   B. Oral Reports on required readings
   C. Short papers
   D. Term paper
   E. Examinations: objective or essay
   F. Final examination
   G. Philosophical Journal

V. REQUIRED TEXTS: vary with instructor. Texts listed are illustrative only.

A. Book-length Works: At least one such work must be used. The following are examples of possible choices.
   4. Lynn Hankinson Nelson. WHO KNOWS: From Quine to a Feminist Empiricism.

B. Anthologies: One or more may be used. The following are examples of possible choices.
      Volume 1: Pragmatism and America's Philosophical Coming of Age.
      Volume 3: Contemporary European Thought.