

LSC Use Only Proposal No:

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Senate Action Date: *App-3/20/12*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit PHIL	Phone x2310

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: **PHIL 120 Introduction to Philosophy**

Proposed course prefix, number and full title, if changing:

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 Across the Curriculum (W Course)
 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>[Signature]</i>	<i>12/1/11</i>
Department Chairperson(s)	<i>[Signature]</i>	<i>12/12/11</i>
College Curriculum Committee Chair	<i>[Signature]</i>	<i>12/13/11</i>
College Dean	<i>[Signature]</i>	<i>12/26/12</i>
Director of Liberal Studies (as needed)	<i>[Signature]</i>	<i>2/29/12</i>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Seelquist</i>	<i>3/16/12</i>

Received

FEB 23 2012

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JAN 27 2012

PHIL 120—Introduction to Philosophy: New Syllabus of Record

Overview of changes from original syllabus of record – updating to new curriculum

1. The course description has been slightly revised.
2. The course objectives have been changed so that they are aligned with the Expected Undergraduate Student Learning Outcomes.
3. Bibliography has been updated.
4. Minor changes made to Course Analysis Questionnaire.

Current Catalog Description:

PHIL 120 Introduction to Philosophy

3c-01-3cr

Acquaints the beginning student with philosophical problems and methods in such areas as metaphysics, epistemology, logic, and value theory.

Proposed Catalog Description

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

Rationale: The basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic, but also reflect a slight change in emphasis in how present faculty are teaching the course.

**PHIL 120: Introduction to Philosophy
Syllabus of Record**

I. Catalog Description:

PHIL 120 Introduction to Philosophy

3 class hours

0 lab hours

Prerequisites: None

3 credits

(3c-01-3cr)

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO):

Objective 1:

Demonstrate knowledge of some of the major areas of philosophy.

Expected Undergraduate Learning Outcome 1:

Informed Learners

Rationale:

The course is designed as a survey course that introduces students to some of the main areas of philosophy. Assignments will require students to demonstrate knowledge of the issues and problems that define the core areas of metaphysics, epistemology, and value theory.

Objective 2:

Demonstrate knowledge of the treatment of core philosophical issues in the Western intellectual tradition.

Expected Undergraduate Learning Outcome 1:

Informed Learners

Rationale:

Assignments will require students to demonstrate knowledge of key philosophical arguments concerning such topics as human freedom, the nature and limits of human knowledge, the existence of God, and the nature of morality. Assignments will also require students to demonstrate knowledge of important figures in the Western intellectual tradition.

Objective 3:

Analyze and evaluate important philosophical arguments from the Western intellectual tradition.

Expected Undergraduate Learning Outcome 2:

Empowered Learners

Rationale:

Assignments will require students to critically evaluate important philosophical arguments. Students will demonstrate understanding of key objections to these arguments, as well as potential replies to these objections.

Objective 4:

Demonstrate knowledge of ethical theories, applied ethical issues, or social and political philosophy.

Expected Undergraduate Learning Outcome 3:

Responsible Learners

Rationale:

Assignments will require students to demonstrate knowledge of some of the major approaches to ethical theory (i.e., Utilitarianism, Deontology, and Virtue Ethics), to applied ethical topics (e.g., world hunger, capital punishment, euthanasia, pornography, abortion), or to issues in social and political philosophy (e.g., liberalism, communism, women's rights, justice, and multiculturalism).

III. Course Outline

- I. Introduction to Philosophy (4 hours)
 - A. Plato, Apology
 - B. Bertrand Russell, The Value of Philosophy

- II. God (6 hours)
 - A. St. Anselm, Proslogion (selections)
 - B. David Hume, Dialogue Concerning Natural Religion (selections)
 - C. William Paley, Natural Theology (selections)
 - D. Richard Dawkins, The Blind Watchmaker
 - E. J.L. Mackie, Evil and Omnipotence
 - F. John Hick, An Irenaean Theodicy

- Exam 1 (1 hour)

- III. Theories of Knowledge (6 hours)
 - A. Descartes, Meditations on First Philosophy (selections)
 - B. Locke, An Essay Concerning Human Understanding (selections)
 - C. Alison Jaggar, Love and Knowledge

- IV. Philosophy of Mind (4 hours)
 - A. Peter Carruthers, The Case for Physicalism
 - B. Thomas Nagel, What Is It Like to Be a Bat?

- Exam 2 (1 hour)

- IV. Personal Identity (3 hours)
 - A. Marya Schechtman, Personal Identity and the Past
 - B. James Giles, The No-Self Theory: Hume, Buddhism, and Personal Identity

V. Freedom	(6 hours)
A. William James, The Dilemma of Determinism	
B. Nancy Holmstrom, Firming Up Soft Determinism	
C. Galen Strawson, The Impossibility of Ultimate Responsibility	
Exam 3	(1 hour)
VI. Ethics	(6 hours)
A. James Rachels, The Challenge of Cultural Relativism	
B. Kant, Groundwork of the Metaphysics of Morals (selection)	
C. Mill, Utilitarianism (selection)	
VII. Social and Political Philosophy	(4 hours)
A. Hobbes, Leviathan (selection)	
B. Wollstonecraft, A Vindication of the Rights of Women	
C. Joseph Raz, Multiculturalism	
Final Exam	(2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

<u>Assessment</u>	<u>Percentage of Overall Grade</u>
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exercises, Quizzes, Homework	10%
Paper	10%
Final Exam	20%

V. Grading Scale

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: 59% or below

VI. Attendance Policy

Individual faculty members will develop their own policy in compliance with the university attendance policy.

VII. Required Textbook and Supplemental Books

The following are three examples of current available textbooks from which faculty may select:

Abel, Donald. *Fifty Readings in Philosophy*. (McGraw-Hill, 2012).

Feinberg, Joel, and Russ Shafer-Landau. *Reason & Responsibility: Readings in Some Basic Problems of Philosophy*, 14th Edition. (Wadsworth, 2010).

Kolak, Daniel, and Raymond Martin. *The Experience of Philosophy*, 6th Edition. (Oxford, 2006).

The following are examples of books that could be used as supplemental texts:

Craig, Edward. *Philosophy: A Very Short Introduction*. (Oxford, 2002).
University Press.

Nagel, Thomas. *What Does it All Mean?* (Oxford, 2004).

VIII. Bibliography:

Annas, Julia. "Virtue Ethics", in David Copp (Ed.), *The Oxford Handbook of Ethical Theory*, pp. 515-536. (Oxford, 2006).

Armstrong, David. *Belief, Truth, and Knowledge*. (Cambridge, 1973).

Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. (Cambridge, 1998).

Cahn, Steven. *Exploring Philosophy*. 3rd Edition. (Oxford, 2009).

Chisholm, Roderick. *Theory of Knowledge*, 3rd Edition. (Prentice Hall, 1989).

Fischer, John Martin. "Recent Work on Moral Responsibility," *Ethics*, 1999, vol. 110: pp. 93-139.

Gendler, Tamar, et al. *The Elements of Philosophy: Readings from Past and Present*. (Oxford, 2007).

Hurka, Tom. 2006. "Virtue Theory", in David Copp (Ed.), *The Oxford Handbook of Ethical Theory*, pp. 357-379. (Oxford, 2006).

Mackie, J.L. *The Miracle of Theism*. (Oxford, 1983).

Perry, John, et al. *Introduction to Philosophy: Classical and Contemporary Readings*. 5th Edition. (Oxford, 2009).

Smart, J.J.C. and John Haldane. *Atheism and Theism*. 2nd Edition. (Blackwell, 2003).

Sober, Elliot. *Core Questions in Philosophy*. 5th Edition. (Prentice Hall, 2008).

Strawson, Galen. *Freedom and Belief*. (Oxford, 2010).

Stroud, Barry. *The Significance of Philosophical Skepticism*. (Oxford, 1984).

Taylor, Richard. *Metaphysics*. 5th Edition. (Prentice-Hall, 2001).

Timmons, Mark and David Shoemaker. *Knowledge, Nature, and Norms: An Introduction to Philosophy*. (Wadsworth, 2008).

Unger, Peter. *Living High and Letting Die*. (Oxford, 1996).

Watson, Gary. *Free Will*. 2nd Edition. (Oxford, 2003).

Wolff, Jonathan. *An Introduction to Political Philosophy*. (Oxford, 2006).

Sample Assignment for Liberal Studies Course:

Paper on the Mind-Body Problem

Topic: Outline, discuss, and evaluate either (1) Descartes' view that the mind is a non-physical substance fundamentally different in kind from the physical body and brain, or (2) Carruthers' view that mental states are identical to brain states.

Relevant Readings:

Descartes, "Meditations on First Philosophy" (selections)

Carruthers "The Case for Physicalism"

Your primary goal in the paper is to write clearly and precisely. Demonstrate that you understand the position you're discussing by explaining all the relevant concepts and *at least one argument* in favor of the position. For instance, if you're discussing Descartes, you should explain what he means when he says that, unlike the body, the mind is "non-extended," and how he uses this claim to support Substance Dualism. If you're discussing Carruthers, you should explain what the "closure of physics" is, and how this notion is used in support of the claim that mental states are identical with brain states. In addition to outlining and discussing the view, you also need to evaluate it. This will require articulating *at least one* of the objections to the view that we considered in class. You needn't actually agree with objection you discuss. What's important is that you clearly spell out a possible basis for rejecting the view.

The essay should be approximately 2-3 pages, typed, double-spaced, with 1" margins and written in 12-point font. It is due _____.

Assessment

Criteria:

A papers generally satisfy the following criteria:

- Are well-written, with a minimum of typographical, grammatical, and spelling errors.
- Demonstrate an understanding of the view under discussion.
- Clearly articulate an argument for the view under discussion.
- Clearly articulate an objection to the view under discussion.

B papers generally meet the following criteria:

- Are generally well-written, with some mistakes.
- Demonstrate a basic understanding of the view under discussion.
- Articulation of an argument for the view is insufficient and/or lacks clarity.
- Evaluation of the argument for the view is insufficient and/or lacks clarity.

C papers generally:

- Are not clearly organized.
- Do not demonstrate a clear understanding of the issue under discussion.
- Do demonstrate at least a general understanding of the issue under discussion.

D papers generally:

- Are poorly written.
- Demonstrate minimal understanding of the issue under discussion.
- Demonstrate a lack of effort on the part of the student.

F papers generally:

- Make use of material found online that is simply cut and pasted into the document. (This will trigger an investigation into whether standards of academic honesty were violated.)
- Fail to properly cite quoted material. (Serious failures will trigger an investigation into whether standards of academic honesty were violated).
- Demonstrate a complete lack of effort on the part of the student.

Answers to Liberal Studies Questions

1. Multiple sections, taught by multiple instructors, will typically be offered each semester. 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 ensure a high degree of uniformity across different sections and faculty, while still giving faculty room to tailor the course as they see fit.
2. Assigned readings will include articles written by female philosophers and, whenever appropriate, discussions and arguments concerning issues related to race and gender. For instance, in the syllabus above, students are reading Alison Jaggar on feminist epistemology, Marya Schechtman on personal identity, Nancy Holmstrom on freedom, and an excerpt from Wollstonecraft's *A Vindication of the Rights of Women*.
3. Each of the texts above is an anthology of primary source material, both classical and contemporary. Faculty who choose an authored textbook will also include primary source material.
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 rather than introducing students into the discipline.

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 is taught on a regular basis.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit.
- A6. Courses similar to PHIL 120 are offered at institutions throughout the country. Here are three examples:
 - University of Maryland, College Park: Introduction to Philosophy (PHIL 100)
 - San Jose State University: Introduction to Philosophy (PHIL 010)
 - Hamilton College: Introduction to Philosophy (PHIL 110S)
- A7. This course is not required by the American Philosophical Association.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- 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. Faculty resources are currently adequate.
- C2. No additional space, equipment, supplies, or library materials are needed.
- C3. None of the resources for this course is based on a grant.
- C4. The course is offered each semester.
- C5. Several sections.

C6. 55 students is the present enrollment we set for lower-level classes.

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

C8. This is not a distance education course.

D. Miscellaneous.

None

GENERIC COURSE SYLLABUS

I. CATALOG DESCRIPTION

PHILOSOPHY 120 INTRODUCTION TO PHILOSOPHY

3 credits

Prerequisites: None

Designed to acquaint the beginning student with philosophical problems and methods in such areas as metaphysics, epistemology, logic, and value theory.

II. COURSE OBJECTIVES

A. PRIMARY:

1. Students will become acquainted with some or all of the major areas of philosophy.
2. Students will develop the skills of inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process through the close analysis and evaluation of fundamental issues.
3. Students will be shown connections between the fundamental issues studied and current issues, ideas, institutions, and events.
4. Through the study of philosophy and its value areas [ethics, social & political philosophy, aesthetics], students will enhance their ability to make responsible decisions about fundamental issues of value.

B. SECONDARY:

1. Students will develop literacy through active, critical reading and listening and through discussion.
2. Students will develop historical consciousness through acquaintance with some of the great philosophers of Western civilization.
3. Students will gain an understanding of the perspectives of women and minorities.
4. Students will gain an appreciation of creativity through studying the works of philosophers and through formulating their own positions on fundamental issues.

III. COURSE MATERIAL: varies with instructor and includes at least some of the following areas: [Organization may be topical or historical.]

- A. Introduction to Logic
- B. Introduction to Epistemology
- C. Introduction to Metaphysics
- D. Introduction to Values: Ethics, Aesthetics, Social Philosophy, Political Philosophy

IV. EVALUATION METHODS: varies with instructor and includes at least some of the following:

- A. Tests
- B. Papers
- C. Final Examination