

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No:
UWUCC Action-Date:

13-191C
App-4/8/14 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: PHIL 326 Phenomenology and Existentialism

Proposed course prefix, number and full title, if changing: PHIL 326 Existentialism

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)		3/13/14
Department Chairperson(s)		3.13.14
College Curriculum Committee Chair		3-26-14
College Dean		3/26/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail Sechrist	4/8/14

MAR 27 2014

Liberal Studies

1. Proposed Course Syllabus

I. Catalog Description

Current Title and Catalog Description:

PHIL 326: Phenomenology and Existentialism

3c-01-3cr

A study of the Phenomenological method as developed by Edmund Husserl, and of the subsequent Phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty and Paul Ricoeur; and of Existentialism both as an independent movement of thought and as influenced by Phenomenology and as exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre. (3 credits) No prerequisites.

Proposed Title and Catalog Description:

PHIL 326: Existentialism

3c-01-3cr

Prerequisites: None

Examines Existentialism as a philosophical movement, one that rejects both traditional religious and overly reductive, scientific conceptions of human existence. As an alternative, existentialist philosophers share the project of trying to articulate a conception of an authentic, meaningful life outside of the parameters of these approaches. Readings are drawn from major thinkers in this movement, including Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus.

Rationale: The course title was previously Existentialism and Phenomenology. Existentialism and Phenomenology are two separate philosophical movements that are often connected due to the timeframe and location of the apex of their popularity (late 19th and early 20th Century Europe) and the fact that some thinkers are associated with both movements (e.g. Heidegger). The department has decided to drop the portion of the course dealing with Phenomenology, since it was deemed too challenging for undergraduate students and too difficult to integrate with Existentialism.

II. Course Outcomes:

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

1. Explain the main ideas of Existentialism
2. Articulate and enact their own conceptions of a meaningful, authentic life.
3. Explain the ethical and political implications of the focus on individual freedom and self-creation in Existentialism.

III. Detailed Course Outline

- I) Søren Kierkegaard (7 hours)
 - A) The three main stages of existence (the aesthetic, ethical, and religious stages) and the process of progressing to the highest stage of existence
 - B) The critique of traditional religion
 - C) The critique of contemporary society
 - D) Kierkegaard's conception of faith
- II) Friedrich Nietzsche (7 hours) [14]
 - A) The contrast between Dionysian and Apollonian art and lifestyles
 - B) The critique of traditional philosophy
 - C) The critique of religion
 - D) Treating one's life as a work of art and the creation of values
 - E) The will to power
- III) Martin Heidegger (7 hours) [21]
 - A) The question of Being
 - B) Human existence as Being-in-the-world
 - C) The distinction between inauthentic and authentic existence
 - D) The critique of the ubiquity of technology
- IV) Jean-Paul Sartre (7 hours) [28]
 - A) The distinction between Being-for-itself and Being-in-itself
 - B) The argument for the absolute freedom of human beings
 - C) Absolute responsibility
 - D) Ethical implications of existentialism
- V) Simone de Beauvoir (7 hours) [35]
 - A) The connection to and elaboration of Sartre's central ideas
 - B) Ethical implications of existentialism
 - C) Political implications of existentialism
 - D) Use of existentialism as a foundation for feminism
- VI) Albert Camus (7 hours) [42]
 - A) The philosophical question of suicide
 - B) The absurdity of existence
 - C) The idea of existential revolt
 - D) The absurd hero
- VII) Closing Activity: Discussion and Term Paper Workshop (2 hours)

IV. Evaluation methods

The following represents an example of the types of assignments that would be appropriate for this course and that would demonstrate achievement of the course objectives discussed above.

- 3 short (1000 word) essays: 10% each (30% total)
- Final draft of term paper (3000 words): 35%
- Abstract for term paper: 5%

Rough draft of term paper: 5%
Peer editing of term paper: 5%
Homework questions: 10%
Class participation and attendance: 10%

Short Essays: Student will be expected to write three short (1000 word) essays. The instructor will provide students with a list of possible topics/questions to be addressed in these essays. The aim of each short essay is for students to demonstrate that they can clearly and succinctly explain the key issues discussed in each section of readings. The first short essay will focus on the first two thinkers in the above course outline, Kierkegaard and Nietzsche; the second essay will focus on the third and fourth thinkers, Heidegger and Sartre; the third essay will focus on the final two thinkers, de Beauvoir and Camus.

Term Paper: Each student will be expected to write a 3000 word term paper. The topic of the term paper should be drawn from the readings in the course and should be decided upon by the student in consultation with the instructor.

Term Paper Abstract and Rough Draft: Prior to turning in a final draft of their term paper, students will be required to submit an abstract and a rough draft for their papers. The assignments are intended to insure that students are developing their papers in a timely, step-by-step process that produce a good final draft.

Peer Editing of Term Paper: As part of the process of writing the term paper, all students will be asked to review, edit, and comment upon rough drafts of some of their peers' papers. Editing will be graded on the amount of effort put in and the helpfulness of the comments.

Homework: Short homework assignments related to the assigned readings will be due for some classes. The aim of this exercise is to get students actively involved in the process of interpreting and analyzing the readings being discussed in this course prior to the in-class lecture and discussion. Students will be expected to complete short (250 word) answers to a question provided by the instructor pertaining the assigned reading for the day.

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

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

VII. Required Textbooks, Supplemental Books and Readings

Examples of textbooks:

Guignon, Charles and Derk Pereboom, 2001. *Existentialism: Basic Writings*. Indianapolis: Hackett.

Marino, Gordon, 2004. *Basic Writings of Existentialism*. New York: Modern Library.

Solomon, Robert, 2004. *Existentialism*. Oxford: Oxford University Press.

Examples of Supplemental Readings:

Camus, Albert, 1955. *The Myth of Sisyphus and Other Essays*. Tr. Justin O'Brien. New York: Knopf.

Dostoevsky, Fyodor, 1993. *The Grand Inquisitor: With Related Chapters from the Brothers Karamazov*. Ed. Charles Guignon. Tr. Constance Garnett. Indianapolis: Hackett.

VIII. Special Resource Requirements

None

IX. Bibliography

Arendt, Hannah, 1998. *The Human Condition*. Chicago: University of Chicago Press.

Aron, Raymond, 1969. *Marxism and the Existentialists*, New York: Harper and Row.

Barnes, Hazel, 1967. *An Existentialist Ethics*, New York: Knopf.

Barrett, William, 1962. *Irrational Man: A Study in Existential Philosophy*, Garden City: Doubleday.

Buber, Martin, 1978. *Between Man and Man*. Tr. Ronald Gregor Smith. New York: Macmillan.

Buber, Martin, 1970. *I and Thou*. Tr. Walter Kaufmann. New York: Scribner.

Bultmann, Rudolf, 1987. *Faith and Understanding*. Tr. Louise Pettibone Smith. Philadelphia: Fortress Press.

Camus, Albert, 1955. *The Myth of Sisyphus and Other Essays*. Tr. Justin O'Brien. New York: Knopf.

Camus, Albert, 1988. *The Stranger*. Tr. Matthew Ward. New York: Knopf.

Crowell, Steven, 2012. *The Cambridge Companion to Existentialism*. Cambridge: Cambridge University Press.

- Dostoevsky, Fyodor, 1976. *The Brothers Karamazov: The Constance Garnett translation revised by Ralph E. Matlaw*. New York: Norton.
- Dreyfus, Hubert and Mark Wrathall, 2009. *A Companion to Phenomenology and Existentialism*. Oxford: Wiley-Blackwell.
- Earnshaw, Steven, 2006. *Existentialism: A Guide for the Perplexed*, London: Continuum.
- Flynn, Thomas, 2006. *Existentialism: A Very Short Introduction*, Oxford: Oxford University Press.
- Gordon, Lewis, 1997. *Existence in Black: An Anthology of Black Existential Philosophy*, New York: Routledge.
- Gordon, Lewis, 2000. *Existencia Africana: Understanding Africana Existential Thought*, London: Routledge.
- Guignon, Charles, 2003. *The Existentialists: Critical Essays on Kierkegaard, Nietzsche, Heidegger, and Sartre*, New York: Rowman and Littlefield.
- Heidegger, Martin, 2008. *Being and Time*. Tr. John Macquarrie and Edward Robinson. New York: Harper.
- Jaspers, Karl, 1968. *Reason and Existenz*. Tr. William Earle. New York: Noonday Press.
- Kierkegaard, Søren, 1971. *Concluding Unscientific Postscript*. Tr. David F. Swenson and Walter Lowrie. Princeton: Princeton University Press.
- Kierkegaard, Søren., 1983. *Fear and Trembling*. Tr. Howard V. Hong and Edna H. Hong. Princeton: Princeton University Press.
- Nietzsche, Friedrich, 1969. *On the Genealogy of Morals*. Tr. Walter Kaufmann. New York: Vintage Books.
- Nietzsche, Friedrich, 1974. *The Gay Science*. Tr. Walter Kaufmann. New York: Vintage Books.
- Nietzsche, Friedrich, 1975. *Thus Spoke Zarathustra*. In *The Portable Nietzsche*. Tr. Walter Kaufmann. New York: Viking Press.
- Ortega y Gasset, Jose, 1985. *Revolt of the Masses*. Tr. Anthony Kerrigan. Notre Dame: University of Notre Dame Press.
- Reynolds, Jack, 2006. *Understanding Existentialism*. London: Acumen.
- Sartre, Jean-Paul, 2007. *Existentialism is a Humanism*. Tr. Carol Macomber. New Haven: Yale University Press.
- Sartre, Jean-Paul, 1959. *Nausea*. Tr. Lloyd Alexander. New York: New Directions.

Sartre, Jean-Paul, 1955. *No Exit, and Three Other Plays*. New York: Vintage Books.

Tillich, Paul, 2000. *The Courage to Be*, New Haven: Yale University Press.

Unamuno, Miguel, 1954. *The Tragic Sense of Life*. Tr. J.E. Crawford Fritch. New York: Dover.

2. Summary of Proposed Revisions

- a. The course catalog description and title have been revised.
- b. The course objectives and outline have been revised.
- c. The course bibliography has been revised.

3. Rationale for Proposed Revisions

a. The course title was previously Existentialism and Phenomenology. Existentialism and Phenomenology are two separate philosophical movements that are often connected due to the timeframe and location of the apex of their popularity (late 19th and early 20th Century Europe) and the fact that some thinkers are associated with both movements (e.g. Heidegger). The department has decided to drop the portion of the course dealing with Phenomenology, since it was deemed too challenging for undergraduate students and too difficult to integrate with Existentialism.

b. The course outline and objectives have been updated to reflect the changes in the course description and title.

c. The bibliography has been updated to reflect the changes in the course description and title and to include more recent work in this area.

Course Analysis Questionnaire

A. Details of the Course

- A1. The course is to be a controlled elective, one of several courses students may choose from to satisfy controlled electives in value theory.
- 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 326 are offered at institutions throughout the country. Here are three examples:

University of Florida: Existentialism (PHIL 3768)

<http://web.phil.ufl.edu/courses/spring/latest/>

University of Rhode Island: Existentialism (PHIL 346)

<http://www.uri.edu/students/szunjc/philos/exist.htm>

North Carolina State University: Existentialism (PHIL 310)

http://www.ncsu.edu/chass/philo/phil_courses.html

- 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. With our current complement and staffing commitments, the department can reasonably expect to staff and fill at least one section of this course at least once every four years.
- 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 at least once every four years.
- C5. One section of the course will be offered each semester the course is taught.
- C6. 25 students is the present enrollment set for writing-intensive upper-level classes.
- C7. The American Philosophical Association does not recommend maximum enrollments for this type of course.
- C8. This is not offered as a distance education course.

D. Miscellaneous.

None

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 326 Phenomenology and Existentialism
DEPARTMENT Philosophy & Religious Studies
CONTACT PERSON Albert E. Bouffard

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) For Liberal Studies Elective

III. APPROVALS

Albert E. Bouffard
Department Curriculum Committee

Joel Martin (30 Nov 90)
Department Chairperson

College Curriculum Committee

College Dean*

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 _____
to UWUCC _____

Semester/Year to be
implemented ASAP

Date to be published
in Catalog _____

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 UWUC. 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)? _____

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>	Depending on the instructor, or "no".
5. Scientific inquiry	<u> </u>	<u> X </u>	
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> X </u>	
7. Aesthetic mode of thinking	<u> </u>	<u> X </u>	
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> </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>	Depending on the instructor, 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.

- 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.**

- 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.]

- 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?**

CHECK LIST -- HUMANITIES: PHILOSOPHY

Knowledge area

not Required

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.

Philosophy Criteria which the course must meet:

- Introduce students to some of the great philosophers of Western civilization, avoiding excessive emphasis on one author or period of philosophical development.
- Introduce students to some or all of the major areas of philosophy (aesthetics, epistemology, ethics, and metaphysics). *Logic (omitted by mistake)*
- Courses which choose to emphasize one or more of these areas must do so in such a way as to show students the relationships among the various areas of philosophy.
- Alternately, courses which choose to approach these areas of philosophy historically by examining one or more of the recognized historical periods in philosophy (e. g. ancient/medieval, modern, or contemporary) must do so in such a way as to show students the contrasts and similarities with other periods.
- Provide opportunities, through the close analysis and evaluation of fundamental issues, for students to gain both an understanding of philosophy and an enhanced ability to think critically and responsibly about important issues.
- Investigate relationships with non-Western traditions and cultures where appropriate.
- Give due attention to the philosophical work of women and minorities.
- Use primary sources when feasible and appropriate.

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.

Course Syllabus

I. Catalogue Description

PH 326 Phenomenology and Existentialism
A study of the Phenomenological method as developed by Edmund Husserl, and of the subsequent Phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty and Paul Ricoeur; and of Existentialism both as an independent movement of thought and as influenced by Phenomenology and as exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre. (3 credits)
No prerequisites.

II. Course Objectives

1. Students learn the Phenomenological method as developed by Edmund Husserl and as refined by such thinkers as Heidegger, Merleau-Ponty and Paul Ricoeur.
2. Students see the similarities and differences between Phenomenology and other contemporary movements in Philosophy, e.g. linguistic analysis, positivism and pragmatism.
3. Students see the differences and similarities between Phenomenology and Existentialism as exemplified in such thinkers as Kierkegaard, Jaspers, Marcel, Buber and Sartre.
4. Students become more deeply aware of the philosophical side of the contemporary scene, i.e. the assumptions underlying our practice in the 20th century.

III. Course Outline

This is a brief representative list of individuals and themes. Some who teach the course may focus on fewer philosophers in more depth, or trace thematic developments through several thinkers.

Phenomenology-Existentialism

A. Beginnings of Phenomenology

- (1) Brentano and the concept of intentionality
- (2) Husserl's Philosophy of Arithmetic (psychologism)
- (3) Frege's critique of Husserl
- (4) Husserl's rejection of psychologism (Logical Investigations)

- B. Edmund Husserl and Phenomenology
- (1) descriptive phenomenology (Logical Investigations)
 - (2) philosophy as a rigorous science
 - (3) Ideas: the natural standpoint; eidetic reduction; noesis-noema; fact and essence; ideation; evidence; intentionally; constitution
 - (4) the move to transcendental idealism
 - (5) the problem of the Lebenswelt
- C. Martin Heidegger
- (1) The Being question
 - (2) Analysis of Sein und Zeit: Dasein; world; transcendence; ontic-ontological; destruction of metaphysics; Heidegger's conception of phenomenology; in-der-Welt-sein; truth as aletheia
 - (3) Heidegger's critique of science
 - (4) the reversal and the latter Heidegger: philosophy and poetry
- D. Maurice Merleau-Ponty
- (1) Merleau-Ponty's phenomenology
 - (2) Merleau-Ponty's on Perception: a new conception of consciousness; denial of reductionism and dualism; the notion of the body-subject
- E. Existentialism
- (1) historical relation to Kierkegaard, Nietzsche and Dostoevski
 - (2) existentialism as a movement within phenomenology
 - (3) characteristics of existentialism
- F. Karl Jaspers
- (1) Existenzphilosophie not existentialism
 - (2) Three-fold division of the real
 - (3) the Encompassing
- G. Martin Buber
- (1) I-Thou distinction
 - (2) Application to Person, Ethics, Religion
- H. Gabriel Marcel
- (1) the path of philosophy
 - (2) concrete personalism
- I. Jean-Paul Sartre
- (1) Sartre's view of phenomenology
 - (2) Being and Nothingness: en-soi/pour-soi; necessity/freedom/the body; consciousness as negativizing

IV. Evaluation Methods

Actual methods will vary from instructor to instructor. But in order to fulfill the composition requirement in the Elective section faculty members will require either a paper or give some essay segments on their tests.

- (a) Sample evaluation method might be:
1. a paper of approximately 6 or 7 pages - 25 points
 2. three tests - 25 points each

V. Texts

This will vary from instructor to instructor, but we will require at least one book length reading. Typical texts for the course could be one or several of the following in whole or in part, either purchased for the course or found in the library, or other works chosen at the instructor's discretion. An * indicates that the text is more useful for or readable by undergraduates.

A. Secondary Sources

- *Kohak, Ideas and Experience, Chicago
- *Luijpen, Existential Phenomenology, Duquesne (Humanities Press)
- *Luijpen/Koran, First Introduction to Existential Phenomenology, Duquesne, (Humanities Press)
- *Schrader, Existential Philosophers: Kierkegaard to Merleau-Ponty, McGraw-Hill
- *Spiegelberg, The Phenomenological Movement (student editor), Nijhoff
- *Zaner, The Way of Phenomenology, Pegasus

B. Primary Sources

- *Buber, I and Thou, Scriber
- *Heidegger, Basic Writings, Harper and Row
- * Introduction to Metaphysics, Yale University Press
- Being and Time, Harper and Row
- *Husserl, Phenomenology and the Crisis of Philosophy, Harper Torchbooks
- Ideas Pertaining to a Pure Phenomenology and Phenomenological Philosophy (First Book), Nijhoff
- *Jaspers, The Future of Mankind, University of Chicago Press
- * Man in the Modern Age, Routledge Keegan-Paul
- * Reason and Existenz, Noonday
- * Way of Wisdom, Yale University Press

- *Kierkegaard, Philosophical Fragments, Princeton
Concept of Irony, Harper and Row
Concluding Unscientific Postscript, Princeton
 Either/or, Anchor Doubleday
- * Fear and Trembling and the Sickness Unto
 Death, Anchor Books (Doubleday)
- *Marcel, Man Against Mass Society, Gateway
 * Mystery of Being Vol. 1, 2, Gateway
 * Homo Viator, Gateway
 * Being and Having, Beacon
- *Merleau-Ponty, Signs, Northwestern
 * Primacy of Perception, Northwestern
 * Prose of the World, Northwestern
 * Humanism and Terror, Beacon
Phenomenology of Perception, Humanities
 Press
Structure of Behavior, Beacon
- Ricoeur, Freedom and Nature, Northwestern
Symbolism of Evil, Harper and Row
- Sartre, Being and Nothingness, Washington Square Press
 * Search for a Method, Knopf
 * Existentialism and Human Emotions, Philosophical
 Library
 * No Exit and Three Other Plays, Vintage

Liberal Studies Form: Explanations
PH 326 Phenomenology and Existentialism

Part II

A. Intellectual Skills and Modes of Thinking

Students will not only associate ideas with people but will study the reasons philosophers use to justify their positions as well as weaknesses that become apparent in their thinking as they are criticized by subsequent philosophers who pick up the trail of their predecessors. Students will study various dimensions of a philosopher's thought including where appropriate their attempts to understand what is real; reflections on the justification for claiming knowledge; what is good, etc. Students will become more deeply aware of the philosophical side of the contemporary scene, i.e. of the assumptions underlying our practices in the 20th century. They will also be introduced to a way of thinking that contrasts with linguistic analysis, positivism and pragmatism. The ability to ferret out assumptions and see alternative ways of dealing with them is essential to an educated person.

Part III. General Criteria

A. Basic Equivalencies

All instructors who teach this course will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought to the attention of the entire department for resolution.

B. Perspectives and Contributions of Ethnic and Racial Minorities and of Women

1. De Beauvoir, Simone, The Second Sex
The Ethics of Ambiguity
2. Grene, Marjorie, Introduction to
Existentialism
Sartre
Martin Heidegger
3. Langer, Monika, Merleau-Ponty's
"Phenomenology of Perception"
4. Stroker, Elizabeth, The Husserlian Foundation
of Science
5. Tymieniecka, Anna, Phenomenology and Science
in Contemporary European Thought

- _____ The Existential Coordinates
 _____ of the Human Condition,
 _____ Poetic-Epic-Tragic: the
 _____ Literary Genre
 _____ Morality within the Life -
 _____ and Social World:
 _____ Interdisciplinary
 _____ Phenomenology of the
 _____ Authentic Life in the "Moral
 _____ Sense"
6. Weil, Simone, Lectures on Philosophy
 _____ The Simone Weil Reader:
 _____ Ed. George Panachas

The course will include the perspectives and contributions of ethnic and racial minorities and women wherever appropriate. This will be done on several levels. First, through the use of nonsexist, nonracist language. Second, through the inclusion of readings by women and minorities. Third, through references to and discussions of their perspectives and contributions.

- C. Required Readings - See syllabus for Representative List. This is at the discretion of the individual instructor. But we do understand the requirement of at least one substantial primary source work.
- D. How this course differs from an Introductory major course?

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 he/she be required to take a lower level course?

E. Ways of Contributing to Student Abilities

1. Students will confront the ethical dimension of the philosophers in The Phenomenological and Existentialist movement.
2. Critical thinking is integral to philosophy courses. We not only associate ideas with thinkers but study the justifications for their positions and criticisms.
3. Students are urged to engage in discussions of the issues raised and are given options to do some writing depending on the evaluation format of the

instructor.

4. Creative thinking emerges in exploring the range of possibilities surrounding a philosopher's thought or by way of imaginative variations or "what if" situations to test ideas.
5. Philosophy is characterized by increasing maturity in dealing with issues rather than solving them once and for all.
6. Course is set in the 20th century.

Part IV. Specific Criteria for the Curriculum Category

- A. Knowledge Area
See Checklist. Explanations are self-evident. *NOT Required*
- B. Philosophy Criteria
See Checklist, Part II. General Criteria, B.
Explanations are self-evident.
- C. Elective Criteria
Course meets the "General Criteria which apply to all Liberal Studies Courses." It is not a technical, professional or pre-professional course.

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Albert E. Bouffard Phone 2310
- (X) Writing Workshop? (If not at IUP, where? when? IUP May '89)
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Albert E. Bouffard

Department Chairperson Joel Meisler 9-24-91

College Dean _____

Director of Liberal Studies _____

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

WRITING SUMMARY

PH 326 Phenomenology and Existentialism is proposed as a "W" course. The course will be taught every third semester, perhaps once a year if enrollments warrant. Enrollment is limited to 25. The course has been approved by the LSC as a Liberal Studies Elective (Spring, 1991).

Three types of writing will occur in this course.

1. Writing to stimulate thought. Students will be given a technical subject, formulated in common sense language, and asked to write for about 20 minutes on the topic prior to reading the text on that subject. This will allow the student not only to appreciate the often finer and deeper analysis of the philosopher in question, but will allow each student his/her own entree into the question. These papers will be exchanged and a classmate will be asked to comment on (a) substance and (b) style, i.e.,
 - (a) "I have the following question about what you wrote."
 - (b) "I make the following comment on your style, grammar, spelling, organization, etc.:"Papers will be returned and student will be given 5 minutes to write a paragraph on (a) and acknowledge or question (b).

Selected papers will then be read in class followed by discussion and a sharpening of the focus on the issue in preparation for reading assignments. Paper will be collected and student will be given a checkmark acknowledging that the assignment was accomplished. There will be one of these assignments approximately every 4th class and each one will be worth 4 points toward final grade. On a TR schedule this equals 7 assignments for a total of 28 points.

2. Writing For Evaluation

- A. Students will be responsible for a 10 page paper on an approved topic. Due dates will be staggered. One-third of the students will turn in papers on the following dates.

- | | |
|-----------------------|-----------------------|
| 1. <u>First Draft</u> | 2. <u>Final Paper</u> |
| End of 6th week | End of 8th week |
| End of 8th week | End of 10th week |
| End of 10th week | End of 12th week |

- (a) There will be a first draft day two weeks prior to due date. On that day students will exchange papers, comment on substance and style of papers they read, return papers and review the comments made on their own papers and write a paragraph indicating what they think they must do to improve the paper. Papers will be turned in to professor who will read them and make comments on substance and style. (30 points of which 5 points for on time thesis cards and 5 points for on time draft and final version submissions.)

- (b) A conference day will be scheduled on which student will pick up their papers and have the opportunity to discuss their concerns.
- (c) See enclosure on "Criteria for a Successful Philosophy Paper".

B. Writing For Reading

Students will keep diary of reflections on their readings.

- (1) This seemed to me an especially good point because
- (2) This seemed to me highly questionable because
- (3) This in particular made little or no sense to me. If I were obliged to hazard a guess I would say
- (4) General Sense of Reading: Basic points.
 - (a) How does it relate to what went before?
 - (b) How does it portend what is to come?
 - (c) Reflections

15 points (5 points each)

These diaries will be reviewed every three weeks by the professor.

- C. Students will take 3 tests made up largely of short answer questions, definitions and identifications. The sole purpose of this type of test is to insure that students have accurate information. 27 points (9 points each)

Philosophy

CRITERIA FOR A SUCCESSFUL PHILOSOPHY PAPER by Prof. Albert Bouffard

Ask yourself the following questions:

1. Do I have a thesis; i.e., what do I want to argue for? Do I state this clearly and at the beginning of my analysis?
2. Do I show that I know the difference between approaching a topic philosophically as distinct from some other approach e.g., those of Sociology, Psychology, History, Religion, Political Science, etc.?
3. When I quote or paraphrase is it clear to the reader when I am speaking and when my sources are speaking?
4. When I quote or paraphrase do I make it clear why I am doing so; i.e., do I explain how it fits in, how it furthers the analysis, how it supports a point, etc.?
(a) Remember an acceptable paper is not simply stringing together quotes and paraphrases; it must show that you are in charge and that your sources assist you -- not control you.
5. Do I define terms that are likely to be obscure or technical for an intelligent reader or, if appropriate, do I give examples and illustrations to clarify my points?
6. Do I give reasons for all my claims?
7. Do I sum up periodically and point the reader ahead with phrases such as "so far we have shown" or "what now needs to be done is the following"?
8. Do I show the strongest point(s) and the most vulnerable point(s) of my analysis?
9. Do I begin a new paragraph for shifts in thought and introduce that paragraph with a topic sentence that sets up what I want to elaborate?
10. Do I have a conclusion?
11. How has my paper developed, deepened or expanded the ongoing discussions in class?
12. Have I checked spelling, grammar and punctuation?
13. Is my paper clear, readable, and well organized?
14. Do I have a title page, a bibliography, and foot or end notes?

15. Am I sure I have not plagiarized?

16. If someone else worked in any way on the paper with me have I thanked them on the blank page between the title page and page one of the text, and have I indicated the extent of their help?

17. Have I appended an outline of my paper?

*Note: Student should be aware that five (5) violations will be grounds for the reader to stop reading and return the paper as unacceptable.

Specific Instructions for Paper
(Writing For Evaluation)

1. At least 1 week prior to the due date of the 1st draft of your paper submit a Thesis Card (3 x 5) stating the thesis of your paper and a brief paragraph as close as possible to the 1st paragraph of your paper. On a second 3 x 5 card list at least 2 books and/or articles outside of the class texts that will be important for your paper. Neither the 1st draft of your paper nor its final revision will be accepted unless the thesis cards have been submitted and approved in advance. 5 points

2. Both the first draft of paper and final version should be typed and double spaced. The approximate 10 page length of paper does not include cover page, outline or bibliography. There will be a penalty for lateness of either the draft or the final version. 5 points

Course Syllabus

I. Catalogue Description

PH 326 Phenomenology and Existentialism
A study of the Phenomenological method as developed by Edmund Husserl, and of the subsequent Phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty and Paul Ricoeur; and of Existentialism both as an independent movement of thought and as influenced by Phenomenology and as exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre. (3 credits) No prerequisites.

II. Course Objectives

1. Students learn the Phenomenological method as developed by Edmund Husserl and as refined by such thinkers as Heidegger, Merleau-Ponty and Paul Ricoeur.
2. Students see the similarities and differences between Phenomenology and other contemporary movements in Philosophy, e.g. linguistic analysis, positivism and pragmatism.
3. Students see the differences and similarities between Phenomenology on the one hand and, Existentialism as exemplified in such thinkers as Kierkegaard, Jaspers, Marcel, Buber and Sartre on the other hand.
4. Students become more deeply aware of the philosophical side of the contemporary scene, i.e. the assumptions underlying our practice in the 20th century.
5. Additionally students should be able to. . .
 - a) relate philosophers to their ideas accurately: identify this idea with a philosopher, e.g. who said "You can't stop twice in the same stream?"
 - b) define key ideas: E.g. Define the word "Knowledge"
 - (a) How do you decide if this is a good definition?
 - c) state a philosophical position, give reasons for it, and criticize it or show its vulnerable points, e.g. "all values are relative, there are no absolute values."
 - d) answer the "so what" question, i.e. why is this important? or what difference does it make whether I accept this or reject this, or accept an alternative position? e.g. "If this is true - - - what follows from it - - -"
 - e) increase their proficiency in reading primary source material.

III. Texts

- A. -Kohak, Ideas and Experience, Chicago.
- Husserl, "Phenomenology", Encyclopedia Britannica, (also in McCormick, Elliston, Husserl, Notre Dame 1927, 1981 p. 21-35.
- B. -Dreyfus, Being-in-the-World, MIT, Cambridge, 1991.
- C. -Dillon, Merleau-Ponty's Ontology, Macmillian, Indiana University Press.
- Merleau-Ponty, The Primacy of Perception, Northwestern University Press.

IV. A Full Listing of Primary and Secondary Sources.

A. Secondary Sources

- *Kohak, Ideas and Experience, Chicago
- *Luijpen, Existential Phenomenology, Duquesne (Humanities Press)
- *Luijpen/Koran, First Introduction to Existential Phenomenology, Duquesne, (Humanities Press)
- *Schrader, Existential Philosophers: Kierkegaard to Merleau-Ponty, McGraw-Hill
- *Spiegelberg, The Phenomenological Movement (student editor, Nijhoff)
- *Zaner, The Way of Phenomenology, Pegasus

B. Primary Sources

- *Buber, I and Thou, Scriber
- *Heidegger, Basic Writings, Harper and Row
- * Introduction to Metaphysics, Yale University Press
- Being and Time, Harper and Row
- *Husserl, Phenomenology and the Crisis of Philosophy, Harper Torchbooks
- Ideas Pertaining to a Pure Phenomenology and Phenomenological Philosophy (First Book), Nijhoff
- *Jaspers, The Future of Mankind, University of Chicago Press
- * Man in the Modern Age, Routledge Keegan-Paul
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- * Mystery of Being Vol. 1, 2, Gateway
- * Homo Viator, Gateway
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- *Merleau-Ponty, Signs, Northwestern

- * Primacy of Perception, Northwestern
- * Prose of the World, Northwestern
- * Humanism and Terror, Beacon
- Phenomenology of Perception, Humanities
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- Structure of Behavior, Beacon
- Ricoeur, Freedom and Nature, Northwestern
- Symbolism of Evil, Harper and Row
- Sartre, Being and Nothingness, Washington Square Press
- * Search for a Method, Knopf
- * Existentialism and Human Emotions, Philosophical
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- * No Exit and Three Other Plays, Vintage

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Sartre
Martin Heidegger
3. Langer, Monika, Merleau-Ponty's "Phenomenology of Perception"
4. Stroker, Elizabeth, The Husserlian Foundation of Science
5. Tymieniecka, Anna, Phenomenology and Science in Contemporary European Thought
The Existential Coordinates of the Human Condition, Poetic-Epic-Tragic: the Literary Genre
Morality within the Life - and Social World: Interdisciplinary Phenomenology of the Authentic Life in the "Moral Sense"
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The course will include the perspectives and contributions of ethnic and racial minorities and women wherever appropriate. This will be done on several levels. First, through the use of nonsexist, nonracist language. Second, through the inclusion of readings by women and minorities. Third, through references to and discussions of their perspectives and contributions.

V. Requirements

- A. Writing to Stimulate Thought: 7 assignments = 28 points
- B. Writing For Evaluation: 1 assignment = 30 points
- C. Writing For Reading: DAILY: Checked 3 Times = 15 points
- D. Tests: 3 Tests = 27 points
- E. A passing grade will not be posted even if a student earns enough points unless at least 4 items in A are completed, B is completed, at least 9 points are earned in C, and all tests are taken in D.