

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number _____

Action Approved

Date 1-19-89

UWUCC Use Only

Number _____

Action _____

Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 120 Introduction to Philosophy

DEPARTMENT Philosophy & Religious Studies

CONTACT PERSON Dr. Carol Caraway

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only

_____ Course Approval and Liberal Studies Approval

x _____ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

_____ Department Curriculum Committee

_____ Department Chairperson

_____ College Curriculum Committee

_____ College Dean*

Charles D. Carlson
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 _____

Date to be published
in Catalog _____

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

V. **REQUIRED TEXTS:** varies with instructor and includes at least some of the following:

1. Descartes, *Meditations* or a similar book-length work
2. Selected Readings [an anthology or our collection from Kinko's].
 - a. Some possible anthologies are:
 - John Burr and Milton Goldinger. *Philosophy and Contemporary Issues*, 3rd ed. Macmillan, 1980.
 - Steven M. Cahn, Patricia Kitcher, & George Sher. *Reason at Work: Introductory Readings in Philosophy*. Harcourt Brace Jovanovich, 1984.
 - Joel Feinberg. *Reason & Responsibility (Readings in Some Basic Problems in Philosophy)*, 6th ed. Wadsworth, 1985.
 - Harrison Hall & Norman Bowie. *The Tradition of Philosophy*. Wadsworth, 1986.
 - James Hamilton, Charles Reagan, & B. R. Tilghman. *Readings for an Introduction to Philosophy*. Macmillan, 1976.

b. Sample readings:

Epistemology:

Descartes, *Meditation I*
 Bouwsma, "Descartes's Evil Genius."
 Ayer, "Argument from Illusion"
 Vernon [a woman], "Psychological Theory of Perception"
 Austin, "Sense Datum Theory & Common Sense"

Metaphysics:

Descartes, *Meditation II*
 John Cook, "Human Beings"
 Hume, "the Self"
 Perry, "Dialogue on Personal Identity & Immortality"

Values

Plato, *The Republic*
 Aristotle, criticisms of Plato's *Republic*
 Rapaport [a woman], "Rousseau & the Radical Feminists"
 Firestone [a woman], "The Dialectic of Sex"
 Solomon, "Love & Feminism"

SAMPLE SYLLABUS

I. CATALOG DESCRIPTION

PHILOSOPHY 120 INTRODUCTION TO PHILOSOPHICAL: TOPICS

3 credits

Prerequisites: None

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

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 OUTLINE

A. Reason & Religion: Introduction to logic and the Philosophy of Religion

1. analyzing & evaluating deductive arguments: proofs for God's existence
 - a. Descartes, ontological argument
 - b. Aquinas, cosmological arguments
2. analyzing & evaluating inductive arguments: proofs for God's existence
 - a. Paley, teleological argument
 - b. Hume, teleological argument
3. inconsistency: problem of evil
 - a. Hick, solution
 - b. defense of atheism (Nagel or Mackie)

4. adequate evidence: should we believe without it?
 - a. Pascal, *wager*
 - b. James, *Will to Believe*
 - c. criticism of James & Pascal (Clifford or Stich)
 - d. Stace, *Mysticism*
- B. *Skepticism & Sense Perception: Introduction to Epistemology*
 1. Descartes, *Meditation I*
 2. Bouwsma, "Descartes's Evil Genius."
 3. Ayer, "Argument from Illusion"
 4. Vernon [a woman], "Psychological Theory of Perception"
 5. Austin, "Sense Datum Theory & Common Sense"
- C. *Mind-Body & Personal Identity: Introduction to Metaphysics*
 1. Descartes, *Meditation II*
 2. John Cook, "Human Beings"
 3. Hume, "the Self"
 4. Perry, "Dialogue on Personal Identity & Immortality"
- D. *Women & Men, Utopia, and Love: Introduction to Values*
 1. Plato, the guardians of the republic
 2. Aristotle, criticisms of Plato's *Republic*
 3. Rapaport [a woman], "Rousseau & the Radical Feminists"
 4. Firestone [a woman], "The Dialectic of Sex"
 5. Solomon, "Love & Feminism"

III. *EVALUATION METHODS:* The semester grade will be determined as follows:

- A. [44%] Two objective tests consisting of multiple choice, true/false, and matching.
- B. [22%] One philosophical letter or dialogue: 2-3 typed, double-spaced pages.
- C. [34%] *Final Examination:*
 1. One essay: a written defense of your view on one of the issues discussed in class.
 2. Objective test: multiple choice, True/False, and matching.
- D. *Class Attendance and Participation:* strongly encouraged. Will be considered in determining borderline semester grades.

IV. *TEXTS:*

- A. required:
 1. Descartes, *Meditations*
 2. Selected Readings [either an anthology or a collection of readings compiled by the instructor and produced by Kinko's].
- B. recommended: Strunk & White, *The Elements of Style*

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☒ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☐ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☐ Non-Western Cultures
- ☐ Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

☒ Regular ☐ Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? ☒ yes ☐ no

If so, which General Education course(s)? PH 120 Introduction to Philosophy

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>
5. Scientific inquiry (depending on instructor	<u> </u>	<u> x or NO </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> x </u>	<u> </u>
7. Aesthetic mode of thinking (depending on instructor	<u> </u>	<u> x or NO </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> x </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> </u>
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.

(Explanations for all below attached.)

- 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?

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 -- HUMANITIES: PHILOSOPHY

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)*
Depending on instructor:
 - ☒ 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.
 - or ☒ 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 student 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.

F

LIBERAL STUDIES CHECKLIST
PHILOSOPHY 120 INTRODUCTION TO PHILOSOPHY

II. LIBERAL STUDIES GOALS

A. INTELLECTUAL SKILLS & MODES OF THINKING:

1. 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. Students confront such fundamental questions as "What is the good life?" "What is knowledge?" "What is a human being?" "Is there a God?" Conflicting answers to these questions are explored and evaluated. Students are then encouraged to formulate their own answers, and they will do so because these issues affect their lives. PRIMARY

2. Students will develop literacy through active, critical reading and listening, and through discussion. Primary philosophical sources are difficult and require several close readings. Students will be coached in how to read philosophy. The instructor may provide outlines and study questions. Discussion in class is encouraged and may occur either with the entire class or in small groups. SECONDARY

3. Numerical data. NO

4. Students will develop historical consciousness through acquaintance with some of the great philosophers of Western civilization, e.g., Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant. SECONDARY

5. Students will gain a rudimentary understanding of the nature of scientific inquiry by studying its philosophical foundations. One good example of this is Descartes' *Meditations*. SECONDARY or NO depending on instructor

6. Through the study of philosophy and of its value areas [ethics, aesthetics, social & political philosophy], students will enhance their ability to make responsible decisions about fundamental issues of value. Indeed, the study of these areas of philosophy is the place within any curriculum for the normative study of values. PRIMARY

7. Aesthetics. SECONDARY or NO depending on instructor

B. ACQUIRING KNOWLEDGE OR UNDERSTANDING: PRIMARY. Issues of perennial concern are explored within their historical and contemporary contexts. The course will contribute to the students' understanding of fundamental issues and to their awareness of the philosophies that have shaped traditional positions on those issues. This knowledge is of the utmost importance to all students. It will help them to understand themselves and provide them with the background and tools to make important decisions affecting their own lives and the lives of others.

III. GENERAL CRITERIA

A. All instructors who have taught this course during the previous academic year and summer and all who intend to teach it the following academic year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought before the entire department for resolution.

B. 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. Fourth, through inclusion of topics such as equality, preferential hiring, and abortion that facilitate the inclusion of these perspectives.

C. Students will read some primary philosophical works including at least one philosophical monograph.

D. Philosophy courses are not sequential as are courses in math or chemistry. There is no special course designed to introduce our majors into the discipline of philosophy. This course is equally suitable for majors or non-majors. It provides a broad based introduction to its subject matter rather than focusing more narrowly on particular aspects of the subject.

E. 1. Students will enhance their ability to make responsible decisions about fundamental issues of value by reading and critically evaluating the views of various philosophers on such issues. The course begins where the students are and teaches them the stance of the critical evaluator. The stance is one of informed commitment to truth; it does not leave them in skepticism.

One example might be that students would read and discuss the views of Plato, Aristotle, Mill, and Wollstonecraft on the role of women in society. They might, then, be asked to write a philosophical letter to one of those philosophers explaining and critically evaluating his or her views. This would force the students to develop their own views on the issue.

2. Students will see how philosophers define and analyze fundamental problems, frame questions, evaluate available solutions, and make choices. They will be expected to evaluate solutions studied to determine which are most reasonable. For instance, students might study various definitions of knowledge and then evaluate them to determine which are most reasonable. Can "knowledge" be defined as "justified true belief?" Or is justified true belief insufficient for knowledge?

3. Students will be encouraged to communicate knowledge and exchange ideas through discussions. These may be with the entire class or in small groups. The instructor may pose several questions for discussion or simply ask the students about the assigned readings. Discussions may either relate readings to current events and issues or compare various positions on an issue.

4. Students will gain an appreciation of creativity through studying the works of philosophers. "Creativity" involves criticism of the status quo or "accepted solution" and reaching out for possible solutions as yet untried. One example of this is Plato's *Republic*. The study of philosophy will help both in the questioning of the all-too-obvious and in the imagining of new alternatives.

5 & 6. Students will be shown connections between the fundamental issues studied and current issues, ideas, institutions, and events. For example, students might discuss what aspects of Plato's *Republic*, if any, they find in our society and what aspects they would put in their own utopia. The need to make crucial decisions throughout life will be emphasized. This will happen most easily in sections on the value areas: ethics, aesthetics, social & political philosophy. Guidance for continued reading and reflection will be provided.

IV. **KNOWLEDGE AREA CRITERIA:**

- 1, 2 & 3. The first three are obviously met. *SEE SYLLABUS.*
4. Should class size be sufficiently reduced, composition might be required.

V. **PHILOSOPHY CRITERIA:**

- 1, 2 & 3. The first three are obviously met. *SEE SYLLABUS.*
4. Relationships to non-Western traditions and cultures will be investigated where appropriate, such as in discussions of ethical relativism and the nature of God.
5. This was discussed in III. B.
6. Primary sources will be used when feasible and appropriate. (See III.C.)