

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number 156  
Action Approved  
Date 2-21-91

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Ph 410 Contemporary Philosophy  
DEPARTMENT Philosophy and Religious Studies  
CONTACT PERSON Dr. Carol Caraway

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Albert E. Bouffal  
Department Curriculum Committee

Joel Meisels  
Department Chairperson

Richard  
College Curriculum Committee

Judy  
College Dean\*

Chad Oshk  
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:

PH 410 CONTEMPORARY PHILOSOPHY:

3c-01-3sh

Survey in depth of 20th-century Western positions such as pragmatism, logical positivism, logical and linguistic analysis, existentialism, and phenomenology.

### II. COURSE OBJECTIVES:

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

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

C. Consider major twentieth-century philosophers.

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

#### A. Pragmatism:

1. Charles S. Pierce, "What Pragmatism Is."
2. William James, "What Pragmatism Means."
3. John Dewey, "Reconstruction in Moral Conceptions."

#### B. Early Analysts:

1. G. E. Moore, "A Defence of Common Sense," "Proof of an External World," "The Subject-Matter of Ethics."
2. Gottlob Frege, "On Sense and Nomination."
3. Bertrand Russell, "Descriptions," "Mr. Strawson on Referring."
4. P. F. Strawson, "On Referring."

#### C. Logical Positivism:

1. A. J. Ayer, *Language, Truth, and Logic*.
2. W. V. O. Quine, "Two Dogmas of Empiricism."
3. H. P. Grice and P. F. Strawson, "In Defense of a Dogma."
4. C. L. Stevenson, "The Emotive Meaning of Ethical Terms."

#### D. Ordinary Language Philosophy:

1. Gilbert Ryle, "Descartes' Myth."
2. Ludwig Wittgenstein, *Blue Book*.
3. J. L. Austin, "A Plea for Excuses," & "Other Minds."

#### E. Phenomenology and Existentialism:

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

#### F. Feminism:

1. Simone de Beauvoir, *The Ethics of Ambiguity*.
2. Evelyn Fox Keller, "Gender and Science."
3. Nancy C. M. Hartsock, "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism."

IV. *EVALUATION METHODS* will vary from instructor to instructor, but will include at least some of the following and must include some writing and a final examination or terminating assignment.

- A. Class Discussion
- B. Oral Reports on required readings
- C. Short papers
- D. Term paper
- E. Examinations: objective or essay
- F. Final examination
- G. Philosophical Journal

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

- A. Book-length Works: At least one such work must be used. The following are examples of possible choices.
  - 1. A. J. Ayer. *Language, Truth and Logic*.
  - 2. Edmund Husserl. *Cartesian Meditations*.
  - 3. Maurice Merleau-Ponty. *Sense and Nonsense*.
  - 4. Lynn Hankinson Nelson. *WHO KNOWS: From Quine to a Feminist Empiricism*.
  - 5. Ludwig Wittgenstein. *Blue and Brown Books*.
- B. Anthologies: One or more may be used. The following are examples of possible choices.
  - 1. Robert Ammerman, editor. *Classics of Analytic Philosophy*. McGraw-Hill.
  - 2. William Barrett and Henry D. Aiken, editors. *Philosophy in the Twentieth Century*. Harper & Row.
    - Volume 1: *Pragmatism and America's Philosophical Coming of Age*.
    - Volume 2: *The Rise of the British Tradition and Contemporary Analytic Philosophy*.
    - Volume 3: *Contemporary European Thought*.
  - 3. Walter Kaufman, *Existentialism from Dostoevsky to Sartre*.
  - 4. Robert Solomon, editor. *Phenomenology and Existentialism*. Harper & Row.
  - 5. Morris Weitz, editor. *20th-century Philosophy, the Analytic Tradition*. Free Press.

World.

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

**LIBERAL STUDIES CHECKLIST**  
**PHILOSOPHY 410 CONTEMPORARY 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 relationship between language and the world?" "What is knowledge?" "What is philosophy?" "What is truth?" 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 and composition. 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. Several papers or essay exams are required.

SECONDARY

3. Numerical data.

NO

4. Students may develop historical consciousness through acquaintance with some of the great philosophers of the twentieth century, e.g., Russell, Wittgenstein, Ayer, James, Dewey, Quine, Heidegger, de Beauvoir, Weil, Sartre

SECONDARY OR NO depending on instructor

5. Students will gain a rudimentary understanding of the nature of scientific inquiry by studying its philosophical foundations. One good example of this is logical positivism.

SECONDARY or NO depending on instructor

6. Students will gain increased understanding of the ethical mode of thought by seeing the effect of logical positivism on ethical theory.

SECONDARY or NO depending on instructor

7. Aesthetics.

NO

**B. ACQUIRING KNOWLEDGE OR UNDERSTANDING: PRIMARY.** Issues of perennial concern are explored within their twentieth century context. 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.

**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?

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. One example of a work which might be discussed is Lynn Hankinson Nelson's recent *WHO KNOWS: From Quine to a Feminist Empiricism*.

C. Students will read some primary philosophical works including at least one philosophical monograph, such as A. J. Ayer's *Language, Truth, and Logic*, Ludwig Wittgenstein's *Blue Book*, or Heidegger's *Introduction to Metaphysics*.

D. This is not an introductory course.

E. 1. Students will enhance their ability to make responsible decisions about fundamental issues of value by developing their critical reasoning abilities. 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.

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 truth and then evaluate them to determine which are most reasonable. Can "truth" be defined as "correspondence?" Is coherence sufficient for truth?

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 Wittgenstein's *Blue Book*. Another is Lynn Hankinson Nelson's recent *WHO KNOWS: From Quine to a Feminist Empiricism*. 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. Guidance for continued reading and reflection will be provided.



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## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### 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.

IV. *KNOWLEDGE AREA CRITERIA:*

- 1, 2 & 3. The first three are obviously met. *SEE SYLLABUS.*
4. Composition will be required.

V. *LIBERAL STUDIES ELECTIVE CRITERIA:*

1. The course meets the general criteria for all liberal studies courses.
2. The course is not a technical, professional or pre-professional course.