

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-113
Action Approved
Date 9-31-89

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 421 Theory of Knowledge
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
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Shawn Montgomery
Department Curriculum Committee

Shawn Montgomery
Department Chairperson

RP
College Curriculum Committee

R Dodge
College Dean*

CP Blahnik
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 421 THEORY OF KNOWLEDGE: 3c-01-3sh
Investigation into problems involved in knowledge and justification and a consideration of methods suggested for their resolution. Particular attention paid to issues such as knowledge, justification, certainty, objectivity, perception, and truth. Prerequisites: Junior or senior standing or permission of instructor along with well developed thinking and reading skills.

II. COURSE OBJECTIVES:

- A. Introduce students to the theory of knowledge and its connections to other areas of philosophy.
- B. Investigate the concepts, theories, and problems central to understanding such issues as knowledge, justification, certainty, objectivity, perception, and truth. Explore questions such as the following: What is knowledge? How do we get it? How much can we know? What is justification? What kinds of beliefs can we justify? How do we justify them? What is the structure of our belief system?
- C. Consider major epistemological positions in the history of philosophy.

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

- A. Skepticism and Perception: Veridical Perception, Illusions, & Hallucinations.
- B. Structure of Belief, Knowledge & Justification:
 - 1. Regress Argument
 - 2. Basic -vs- Inferential Beliefs
 - 3. Internalism -vs- Externalism
 - 4. Foundationalism, Coherentism, Contextualism & Infitism
- C. Nature of Knowledge & Justification:
 - 1. Traditional Account: Knowledge = justified true belief
 - 2. Attacks on the Traditional Account
 - 3. Defense of the Traditional Account
 - 4. Modification of the Traditional Account / a Justificationist Account of Knowledge: Knowledge=undefeated justified true belief
 - 5. Alternative Naturalistic Accounts:
 - a. Causal Theory
 - b. Discrimination Theory
 - c. Reliability Theory
- D. Knowledge Differences between Men and Women:

IV. EVALUATION METHODS will vary from instructor to instructor, but will include at least some of the following and must include some writing.

- A. Class Discussion
- B. Oral Reports on required readings
- C. Short papers
- D. Term paper
- E. Examinations: objective or essay
- F. Final examinations
- 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.
 - 1. Robert Audi. *Belief, Justification, and Knowledge (An Introduction to Epistemology)*. Wadsworth Publishing Company, 1988. ISBN 0-534-08400-1.
 - 2. A. J. Ayer. *The Problem of Knowledge*. Penguin Books, 1956.
- B. Anthologies: One or more may be used.
 - 1. Paul K. Moser, editor. *Empirical Knowledge (Readings in Contemporary Epistemology)*. Rowman and Littlefield, 1986. ISBN 0-8476-7493-8.
 - 2. Paul K. Moser and Arnold Vandernat, editors. *Human Knowledge (Classical & Contemporary Approaches)*. Oxford University Press, 1987. ISBN 0-19-504149-6.
 - 3. George S. Pappas and Marshall Swain, editors. *Essays on Knowledge and Justification*. Cornell University Press, 1978. ISBN 0-8014-9865-1.
- C. Works on Gender, Racial or Cultural Differences in Knowing [and related topics]: One or more may be used.
 - 1. Mary Belenky, et al. *Women's Ways of Knowing [The Development of Self, Voice, and Mind]*. Basic Books, Inc., 1986. ISBN 0-465-09213-6.

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 101, 120, 221, 222, 223

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 (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 depending on instructor)
7. Aesthetic mode of thinking (depending on instructor)	<u> </u>	<u> x </u> or NO)
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 (depending on instructor)	<u> </u>	<u> x </u> 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.

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 to the attention of the entire department for resolution.

- 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.**

B. The course will include the perspectives and contributions of the 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 conclusion of readings by women and minorities. Third, through references to and discussions of their perspectives and contributions.

- 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.]

C. Students will read some primary philosophical works including at least one philosophical monograph, such as Robert Audi's Belief, Justification, and Knowledge or A. J. Ayer's The Problem of Knowledge.

- 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?** 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?

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.

LIBERAL STUDIES CHECKLIST

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 "How are beliefs justified?" "What is knowledge?" "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 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 Western civilization, e.g., Aristotle, Descartes, Hume, Kant. SECONDARY OR NO
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. Value areas. SECONDARY OR NO
7. Aesthetics. SECONDARY OR NO

- #### 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.

E. CONTRIBUTING TO STUDENTS' ABILITIES:

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 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. 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.

IV. KNOWLEDGE AREA CRITERIA:

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

V. PHILOSOPHY CRITERIA:

1. The course will introduce student to some of the great philosophers of Western civilization who have contributed to the development of the theory of knowledge. For example, students might read Aristotle's original version of the currently much discussed regress problem or Descartes' refutation of skepticism.
2. The course will emphasize epistemology in such a way as to show students the relationships among the various areas of philosophy. For example, students might learn how the relationship between the fields of metaphysics

and epistemology changed during the modern period or how epistemological theories parallel ethical theories.

3. Obviously met. SEE SYLLABUS.
4. Relationships to non-Western traditions and cultures will be investigated where appropriate.
5. This was discussed in III. B.
6. Primary sources will be used.

Date: June 27, 1989

Subject: Request For Approval of Dual Category

To: Liberal Studies Committee

From: Philosophy & Religious Studies Department

I. Dual Category

We are requesting that each of the courses in this group (PH 324, 325, 405, 420, 421) satisfy, at the student's option, either the Humanities: Philosophy/Religious Studies category or the Liberal Studies Elective category. We feel this is appropriate because these courses satisfy the Humanities: Philosophy/Religious Studies criteria and, although they are advanced courses, they are not "in the normal sense" technical, professional, or pre-professional courses.

Philosophy is neither a profession nor a vocationally oriented discipline. At least at the undergraduate level, most if not all philosophy courses are broad based and treat issues of significance to all humans as they attempt to understand their existence and their experience. It is in their very nature to be liberal studies courses and to have, in most cases, an interdisciplinary flavor.

None of the courses in this group has a course prerequisite hence each involves a general introduction to the discipline of philosophy and its methodology. In that the courses are advanced in the sense of probing their subject matter more deeply than a typical introductory level course, they are more difficult to understand than the courses we have placed in the "mandate" only category. For that reason they are appropriate only for junior or senior students who have well developed thinking and reading skills as well as greater motivation and interest in pursuing philosophical issues. Indeed we feel that these courses are more appropriate for such students than are the courses that we have placed in the "mandate" only category.

II. Humanities: Philosophy/Religious Studies Category

We are also submitting, at this time, one additional course for our "mandate" only category: PH 223 Philosophy of Art. This was one of our original General Education courses which has been appropriately modified to satisfy Liberal Studies requirements. It is not an advanced course. Value theory in Philosophy includes both ethics and aesthetics. We have previously submitted an ethics course; this is an aesthetics course. It is one of the five main areas of Philosophy.

III. Liberal Studies Elective Category

Philosophy is presently working on a group of courses to be considered for the LS Elective category. These will be submitted in the early part of the F89 semester.

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