

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 12-1229  
 LSC Action-Date: AP-4/11/13 UWUCC Action-Date: AP-4/16/13 Senate Action Date: AP-4/30/13

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 323 Political Philosophy

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

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

Honors College Course       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Eric Rubenstein</i>	3/22/13
Department Chairperson(s)	<i>Brad Rives</i>	3/22/13
College Curriculum Committee Chair	<i>David ...</i>	3-22-13
College Dean	<i>Dean ...</i>	3/27/13
Director of Liberal Studies (as needed)	<i>Paul ...</i>	4/15/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Gail Sechrist</i>	4/19/13
UWUCC Co-Chairs		

Received APR 19 2013 Liberal Studies  
 Received APR 15 2013 Liberal Studies  
 Received APR 9 2013 Liberal Studies

## **1. Proposed Course Syllabus**

### **I. Catalog Description**

PHIL 323: Political Philosophy

3c-01-3cr

Prerequisites: none

An inquiry into the philosophical concepts underlying the major political theories from ancient Greece to the modern era. Emphasizes major authors and texts to demonstrate a continuum of ideas and their modifications, replacement, and revival, as well as novel political ideas. Possible topics: commonality, peace, internationalism, sovereignty, nature of the state, law, the ruler, cosmopolitanism, nationalism, social contract, liberty, obligation, property, racism, sexism, slavery.

#### **Proposed Catalog Description:**

Through an examination of Ancient, Modern, and contemporary political thought, the course will introduce students to the key issues of political philosophy: the justification of government authority, the role of the government in the just distribution of wealth in society, the nature of equality, the nature and importance of individual liberty and rights, the connections between race, gender, and political power, and the question of the universal applicability of concepts fundamental to European and American political philosophy in light of increasing globalization.

**Rationale:** The basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic.

### **II. Course Outcomes (LS Elective and Global Citizenship Expected Undergraduate Student Learning Outcomes – EUSLO):**

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

#### **Objective 1:**

Describe key figures and concepts in the history of political philosophy.

#### **Expected Undergraduate Learning Outcome 1:** **Informed Learners**

#### **Rationale:**

Writing assignments will require students to describe the development of political philosophy from its foundations in Ancient Greece to the emergence of Modern, liberal democratic political theory in the 17<sup>th</sup>- and 18<sup>th</sup>-Centuries.

**Objective 2:**

Describe the main theories and debates in contemporary political philosophy.

**Expected Undergraduate Learning Outcome 1:**

Informed Learners

**Rationale:**

Writing assignments will require students to describe the three most influential political theories in contemporary political thought: communism, liberal equality (i.e. the sort of liberal democratic political system advocated by John Rawls), and libertarianism.

**Objective 3:**

Describe important critiques of the main theories in contemporary political philosophy.

**Expected Undergraduate Learning Outcomes 1 and 3:**

Informed and Responsible Learners

**Rationale:**

The objective specifically meets the Informed and Responsible Learners Outcomes as a Global Citizenship elective given that writing assignments will require students to describe critiques of mainstream Anglo-American work in political philosophy from the perspective of women and racial and ethnic minorities. In so doing, students will come to recognize enduring problems of social injustice endemic to our current political structure.

**Objective 4:**

Examine perspectives on political philosophy from outside the European and Euro-American tradition.

**Expected Undergraduate Learning Outcomes 1 and 3:**

Informed and Responsible Learners

**Rationale:**

The objective specifically meets the Informed and Responsible Learners Outcomes as a Global Citizenship elective given that writing assignments will require students to examine global perspectives on political philosophy (e.g. African, Asian, Latin American, or Middle Eastern political philosophy) and to compare these perspectives to those found in mainstream European and American work in political philosophy. In addition, students will examine Marxian thought, which is still significantly influential globally, even if its origins are European.

**Objective 5:**

Analyze and evaluate arguments for various political systems.

**Expected Undergraduate Learning Outcome 2:**

Empowered Learners

**Rationale:**

Writing assignments will require students to critically evaluate philosophical arguments for and against some of the main positions in political philosophy (and in general, contemporary political discourse) and formulate their own views concerning which type of political system is the best supported.

**III. Detailed Course Outline:**

**Unit I: Ancient Political Philosophy (9 hours)**

- 1) Arguments concerning the best form of political system (e.g. aristocracy, monarchy, democracy, oligarchy, etc.) in Plato's and Aristotle's thought
- 2) Emphasis on the personal virtue of political leaders in Ancient Greek, Roman, and Chinese texts
- 3) Arguments against democracy in Ancient Greek thought

**Unit II: Modern Political Philosophy (9 hours)**

- 1) Social contract theory and the state of nature
- 2) Beginning of the focus on individual rights and autonomy
- 3) Arguments for a broadly democratic approach to government

**Unit III: Main Theories of Contemporary Political Philosophy (12 hours)**

- 1) Libertarianism
  - A. J.S. Mill's use of the Harm Principle to argue for the limitation of government authority over the actions of its citizens
  - B. Robert Nozick's argument against governmental redistribution of goods
- 2) Liberal Equality
  - A. Central concepts of John Rawls's political philosophy
    - i. Update of social contract theory
    - ii. The original position and veil of ignorance
    - iii. Using maxi-min reasoning as justification for governmental redistribution of goods
- 3) Communism
  - A. Key ideas of communism as found in the writings of Marx and Engels
  - B. Contemporary versions of Marxian political philosophy

**Unit IV: Critiques of the Main Theories of Contemporary Political Philosophy (6 hours)**

Potential topics to be covered at instructor's discretion:

- 1) Feminist political philosophy
- 2) Race and political philosophy
- 3) Anarchism
- 4) General critique of socio-political power structures (e.g. Foucault, Zizek)
- 5) Communitarian critiques of libertarianism and liberal equality

**Unit V: Global Political Philosophy (6 hours)**

Potential topics to be covered at instructor's discretion:

- 1) African political philosophy

- 2) Contemporary Asian political philosophy
- 3) Middle Eastern political philosophy
- 4) Latin American political philosophy

Culminating Activity (2 hours)

Open discussion of term papers

#### **IV. Evaluation methods:**

Evaluation methods may vary. The following is a sample evaluation method:

3 short (750 words) essays, equally weighted: 30%

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: 10%

**Short Essays:** Student will be expected to write three short (750-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 primarily on the first two units of the course outlined above, Ancient and Modern Political Philosophy; the second essay will focus on the third unit, Contemporary Political Philosophy; the third essay will focus on the final two units, Critiques of the Main Theories in Contemporary Political Philosophy and Global Approaches to Political Philosophy.

**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 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 ensure that students are developing their papers in a timely, step-by-step process that will 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 (roughly once a week). The aim of this exercise is to get students actively involved in the process of evaluating 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 to the assigned reading for the day.

**Class Participation:** Active participation during class sessions will count towards 10% of the final grade. Participation will be assessed in terms of attendance and student contributions to in-class discussions.

## V. Grading Scale

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = 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 current textbooks:

- Cahn, Steven M. (2010). *Political Philosophy: The Essential Texts*. New York: Oxford University Press.
- Rosen, Michael and Jonathan Wolff (1999). *Political Thought (Oxford Reader)*. New York: Oxford University Press.

Examples of supplemental books:

- Kymlicka, Will (2001). *Contemporary Political Philosophy*. New York: Oxford University Press.
- Wolff, Jonathan (2006). *An Introduction to Political Philosophy*. New York: Oxford University Press.

## VIII. Special Resource Requirements: None.

## IX. Bibliography

- Angle, Stephen C. (2002). *Human Rights and Chinese Thought: A Cross-Cultural Inquiry*. Cambridge: Cambridge University Press.
- Appiah, Kwame Anthony (2006). *Cosmopolitanism: Ethics in a World of Strangers*. Princeton: Princeton University Press.
- Barnes, J., ed. (1984). *The Complete Works of Aristotle*, 2 vols. Princeton: Princeton University Press.
- Benhabib, Seyla (1992). *Situating the self: gender, community, and postmodernism in contemporary ethics*. New York: Routledge.
- Bentham, Jeremy (1952 [1795]). *Manual of Political Economy in Jeremy Bentham's Economic Writings* W. Stark (ed.), London: Allen and Unwin.
- Bentham, Jeremy (1970 [1823]). *Introduction to the Principles of Morals and Legislation*. J. H. Burns and H. L. A. Hart (eds.), London: Athlone Press.
- Berlin, Isaiah (1969). 'Two Concepts of Liberty' in his *Four Essays on Liberty*. Oxford: Oxford University Press: 118-72.
- Butler, Judith, and Joan Wallach Scott (1992). *Feminists theorize the political*. New York: Routledge.

- Butterworth, Charles E., ed. (1992). *The Political Aspects of Islamic Philosophy*. Cambridge, MA: Harvard CMES.
- Christman, John and Joel Anderson, eds. (2005). *Autonomy and Challenges to Liberalism*. Cambridge: Cambridge University Press.
- Cooper, J. M., ed., with D.S. Hutchinson (assoc. ed.) (1997). *Plato: Complete Works*. Indianapolis: Hackett.
- Dworkin, Gerald (1988). *The Theory and Practice of Autonomy*, Cambridge: Cambridge University Press.
- Elster, Jon (1985). *Making Sense of Marx*. Cambridge: Cambridge University Press.
- Farquharson, A.S.L., ed. (2008). *The Meditations of Marcus Aurelius Antoninus*. Oxford: Oxford University Press.
- Foucault, Michel (1980). *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*, Colin Gordon, ed. New York: Random House.
- Gagarin, M. and P. Woodruff, eds. (1995). *Early Greek Political Thought from Homer to the Sophists*, Cambridge: Cambridge University Press.
- Gaus, Gerald F. (2003). *Contemporary Theories of Liberalism: Public Reason as a Post-Enlightenment Project*. London: Sage Publications Ltd.
- Gyekye, Kwame. (1997). *Tradition and Modernity: Philosophical Reflections on the African Experience*. New York and Oxford: Oxford University Press.
- Habermas, Jürgen (2001). *The Postnational Constellation: Political Essays*. Cambridge, MA: MIT Press.
- Hampton, Jean (1986). *Hobbes and the Social Contract Tradition*. Cambridge: Cambridge University Press.
- Held, Virginia (1995). *Justice and care : essential readings in feminist ethics*. Boulder, Colo.: Westview Press.
- Hobbes, Thomas (1948 [1651]). *Leviathan*, Michael Oakeshott, ed. Oxford: Blackwell.
- Jaggar, Alison M (1983). *Feminist politics and human nature (Philosophy and Society)*. Totowa, N.J.: Rowman & Allanheld.
- Jones, Charles (1999). *Global Justice: Defending Cosmopolitanism*. Oxford: Oxford University Press.
- Kant, Immanuel, (1965 [1797]). *The Metaphysical Elements of Justice*. John Ladd (trans.), Indianapolis: Bobbs-Merrill.
- Kant, Immanuel, (1970 [1795]) 'Perpetual Peace' in *Kant's Political Writings*, Hans Reiss (ed.), Cambridge: Cambridge University Press.
- Kymlicka, Will (1989). *Liberalism, Community and Culture*. Oxford: Clarendon Press.
- Lau, D. C., trans. (1979). *Confucius: the Analects*. New York: Penguin.
- Locke, John (1960 [1689]). *The Second Treatise of Government in Two Treatises of Government*, Peter Laslett, ed. Cambridge: Cambridge University Press, 283-446.
- Machiavelli, Niccolo (1950 [1513]). *The Prince And the Discourses*, L. Ricci and C.E. Detmold (trans.), New York: Random House, Inc.
- Mack, Eric and Gerald F. Gaus. (2004) 'Classical Liberalism and Libertarianism: The Liberty Tradition' in *The Handbook of Political Theory*, Gerald F. Gaus and Chandran Kukathas (eds.), London: Sage, 115-130.
- MacKinnon, Catharine A. (1989). *Toward a feminist theory of the state*. Cambridge, Mass.: Harvard University Press.

- Marx, Karl (2000). *Karl Marx: Selected Writings*, 2<sup>nd</sup> edition, David McLellan (ed.). Oxford: Oxford University Press.
- Menkiti, Ifeanyi A. (1984). "Person and Community in African Traditional Thought," in Richard A. Wright (ed.), *African Philosophy: An Introduction*, 3<sup>rd</sup> edition, Lanham, Maryland: University Press of America.
- Mill, John Stuart (1963). *Collected Works of John Stuart Mill*, J. M. Robson (ed.), Toronto: University of Toronto Press.
- Nozick, Robert. (1974). *Anarchy, State and Utopia*, New York: Basic Books.
- Okin, Susan Moller (1979). *Women in Western political thought*. Princeton, N.J.: Princeton University Press.
- Okin, Susan Moller, Joshua Cohen, Matthew Howard, and Martha Craven Nussbaum (1999). *Is multiculturalism bad for women?* Princeton, N.J.: Princeton University Press.
- Pettit, Philip (1997). *Republicanism: A Theory of Freedom and Government*. Oxford: Clarendon Press.
- Pogge, Thomas (2002). *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*. Cambridge: Polity Press.
- Rawls, John (1996). *Political Liberalism*. New York: Columbia University Press.
- Rawls, John (1999). *A Theory of Justice*, revised edition. Cambridge, MA: Harvard University Press.
- Rawls, John (2001). *Justice as Fairness: A Restatement*. Erin Kelly, ed. New York: Columbia University Press.
- Roemer, John (1982). *A General Theory of Exploitation and Class*. Cambridge Ma.: Harvard University Press.
- Roemer, John, ed. (1986). *Analytical Marxism*. Cambridge: Cambridge University Press.
- Rosemont, Henry (2004). "Whose Democracy? Which Rights? A Confucian Critique of Modern Western Liberalism," in *Confucian Ethics: A Comparative Study of Self, Autonomy, and Community*, ed. Kwong-loi Shun and David B. Wong, New York: Cambridge University Press, 49-71
- Rousseau, Jean-Jacques (1973 [1762]). *The Social Contract and Discourses*, G.D.H. Cole (trans.), New York: Dutton.
- Sandel, Michael. (1982) *Liberalism and the Limits of Justice*, Cambridge: Cambridge University Press.
- Taylor, Charles (1979). 'What's Wrong with Negative Liberty,' in *The Idea of Freedom*, A. Ryan (ed.), Oxford: Oxford University Press: 175-93.
- Taylor, Charles (1992). *Multiculturalism and The Politics of Recognition*. Princeton: Princeton University Press.
- Wiredu, Kwasi and Gyekye, Kwame (eds.). (1992). *Person and Community* (Ghanaian Philosophical Studies 1). Washington, D.C.: The Council for Research in Values and Philosophy.
- Wolff, Jonathan (2002). *Why Read Marx Today?* Oxford: Oxford University Press.
- Wong, David B. (2004). "Rights and Community in Confucianism," in *Confucian Ethics: A Comparative Study of Self, Autonomy, and Community*, ed. Kwong-loi Shun and David B. Wong, New York: Cambridge University Press, 31-48.
- Zizek, Slavoj (2011). *Living in the End Times*. New York: Verso.

**Sample Assignment for Liberal Studies Course:**



## **Short Paper**

**Length and format:** Minimum of 750 words, double-spaced, normal font and margins (e.g. 12 point Times New Roman with 1-inch margins)

**Topic:** You will be provided with a list of questions that can serve as topics for the paper. You can pick a topic that lies outside the suggested topics. If you choose the latter route, you should consult with the instructor to make sure that your topic is acceptable.

### **Suggested Topics/Questions:**

- 1.) Why does Wolff think that there is fundamental conflict between autonomy and state authority? Why doesn't he think that any form of democracy is capable of solving this problem?
- 2.) Explain the key differences between Held's conception of the "mothering person" and what she calls "economic man." Why does Held think that considering political philosophy from her perspective would undermine the dominance of the social contract approach?
- 3.) Why does Wiredu think that majoritarian democracies violate the basic human right of political representation? How does he think a consensus democracy modeled on traditional Akan political practice can solve this problem?
- 4.) Compare and contrast Wiredu's and Wolff's critiques of various forms of democracy.
- 5.) What is the relationship between knowledge and power for Foucault? What sort of political action would his views call for?

### **General stylistic guidelines:**

1. Imagine that you are writing this paper to explain some of the key ideas discussed in class to one of the other students in class. That means you don't need to include really basic background information (e.g. "Plato was a philosopher in Athens in the 400s BCE"), but that you shouldn't assume the reader has too much knowledge of the subject either (e.g. don't just assume that the reader knows the three parts of the soul according to Plato).
2. Aim for a clear, concise explanation of the thinkers we have read so far. Remember that these short papers are essentially taking the place of exams. The aim is to demonstrate that you have read and understood the texts that we have discussed, not to provide criticism of the ideas we have talked about or to develop your own views about political philosophy (you will have that opportunity in the term paper).
3. The writings that we discuss in this course are often very dense, convoluted, and filled with idiosyncratic terminology. The challenge when writing about any of these thinkers is to untangle and explain their ideas in a clear and coherent way. This means that you should not rely too heavily on the difficult terminology of the thinker under discussion, but rather you should offer interpretations of this terminology that use language more intelligible to a general audience. It is always a good idea to explain any terms you use that might not be familiar to the reader or that might be used in different ways than

commonly expected. You are also encouraged to use concrete examples to clarify difficult and abstract concepts.

**Specific criteria to be considered when grading the papers:**

- 1.) **Demonstration of knowledge of the key ideas.** As mentioned above, this is really the most important criteria. Does the paper demonstrate that you understand and can explain the key ideas that we have discussed?
- 2.) **Use of specific textual references to support claims.** You can just use the parenthetical citation method I use in my notes—using PP (standing for the textbook) and the page number. For the electronic articles posted on Moodle, you can use the page numbers in those documents. Try to avoid lengthy direct quotations of the text unless you think it is absolutely essential. For the purpose of these shorter papers, referring to a particular passage by number is sufficient.
- 3.) **Organization of the paper.** Even though this paper is short and probably does not require a substantial introduction and conclusion like a longer paper would, this paper should still have a logical organization. This means that each paragraph should have a clear purpose (i.e. there shouldn't be any tangentially related material thrown in to pad the length or distract from the main topic being discussed) and that there should be smooth, sensible transitions between paragraphs.
- 4.) **Spelling and grammar.**

**Assessment**

***A papers generally:***

- Demonstrate a superior ability to explain the issue(s) under discussion.
- Use appropriate and frequent textual citations to support claims.
- Have a clear organizational structure with logical transitions from point to point without including considerations irrelevant to the central question.
- Are well-written, with a minimum of typographical, grammatical, and spelling errors.

***B papers generally:***

- Demonstrate a basic ability to explain the issue(s) under discussion.
- Use some textual citations to support claims, but do not so consistently.
- Are mostly well-organized, but have some rough transitions from point to point or include some considerations irrelevant to the central question.
- Are generally well-written, with some mistakes.

***C papers generally:***

- Do not demonstrate an ability to clearly explain the issue(s) under discussion.
- Do demonstrate at least some ability to explain the issue(s) under discussion.
- Are severely lacking in textual citation to support claims.
- Are not clearly organized.
- Contain frequent typographical, grammatical, and spelling errors.

***D papers generally:***

- Demonstrate minimal understanding of the issue under discussion.
- Completely lack textual citations to support claims.
- Contain frequent typographical, grammatical, and spelling errors.
- Demonstrate a lack of effort on the part of the student (e.g. papers somewhat shorter than minimum word requirements).

***F papers generally:***

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

**2. Summary of Proposed Revisions**

- a. The course catalog description has 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 basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic.
- b. The course outline and objectives have been updated to reflect the EUSLOs and Liberal Studies Elective criteria.
- c. The bibliography has been updated to reflect more recent work in the area of political philosophy and to include more works that represent feminist, minority, and global perspectives on political philosophy.

## **Liberal Studies Course Approval General Information**

- 1. This is not a multiple-section course. Faculty members teaching the course will rely on the syllabus of record and regular meetings to ensure similarity in course objectives, content, and evaluation methods. This is a practice we already have in place, to ensure a high degree of uniformity across faculty, while still giving faculty room to tailor the course as they see fit.**
- 2. Assigned readings will include articles on topics concerning the relevance of race and gender to political philosophy, including articles written by female philosophers and philosophers from ethnic minorities.**
- 3. Each of the textbooks above is an anthology of primary source material, both classical and contemporary. Faculty who choose an authored textbook will also include primary source material.**
- 4. This course is an advanced introduction to political philosophy, which is designed to be accessible to both majors and non-majors.**

## Checklist for Liberal Studies Electives Course Proposals

1.  Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
2.  Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
5.  Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
6.  Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
7.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
8.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

10.  Summary of the proposed revisions.
11.  Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
12.  The old syllabus of record.
13.  Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

approval  
11/8/80

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 323 Political Philosophy  
DEPARTMENT Philosophy & Religious Studies  
CONTACT PERSON Dr. Vincent J. Ferrara

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)

\*Note slightly revised catalogue description.

III. APPROVALS

\_\_\_\_\_  
Department Curriculum Committee

\_\_\_\_\_  
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 \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

GENERIC SYLLABUS  
ELECTIVE

I. Catalogue Description

PH 323 Political Philosophy

3 credits  
3 Lecture Hours

An inquiry into the philosophical concepts underlying the major political theories from ancient Greece to the modern era. Emphasis will be placed on major authors and texts to demonstrate a continuum of ideas and their modification, replacement, revival, as well as novel political ideas. Possible topics: commonality; peace; internationalism; sovereignty; nature of the state; law; the ruler; cosmopolitanism; nationalism; social contract; liberty; obligation; property; racism; sexism; slavery.

II. Course Objectives

1. To acquaint the student with the theoretical basis of political activity by analyzing, interpreting, and critically examining the fundamental ideas which have shaped the organization of societies.

2. To acquaint the student with the range of political theories and ideals through reading of substantial primary sources so as to better assess the meaning of political commitments and activities.

3. To illustrate the interrelation of political theory and practice.

4. To explore [where appropriate and feasible] justifications of power and its meaning for majorities, minorities, women

III. Course Outline\*

A. The difference between political philosophy and political science; examination of a philosophical approach to the discipline

B. Authors and Problems

1. Plato: Republic and Laws; justice; commonality
2. Aristotle: Nicomachean Ethics; Politics; Constitution of Athens
3. Cicero: De Re Publica and De Lege
4. Epictetus and Marcus Aurelius: selections
5. Thomas Aquinas: On Kingship; selections from the treatise on law in Summa Theologiae
6. Dante: De Monarchia
7. Machiavelli: The Prince
8. Bodin: Six Books on the State
9. Hobbes: Leviathan; De Cive

10. Locke: Second Treatise on Government
11. Montesquieu: Spirit of the Laws
12. Rousseau: The Social Contract; Discourses
13. Kant: Perpetual Peace; Idea for a Universal History
14. Hegel: Philosophy of Right
15. Whitman: Democratic Vistas
16. Mill: On Liberty
17. Marx: Economic-Philosophical Manuscripts of 1844
18. Freud: Civilization and its Discontents
19. Marcuse. Eros and Civilization
20. Arendt: On Totalitarianism

\*NOTE: The above outline is typical but would vary according to individual instructors.

#### IV. Evaluation Methods

Methods would vary according to instructor, but would include at least some of the following:

- (1) traditional examinations of either an objective and/or essay type
- (2) research projects, papers, book reports
- (3) student lead in-class discussion on assigned topics
- (4) take-home examinations using creative and situation oriented non-research essay topics

#### V. Required Textbooks

Selection of materials and sources would vary from instructor to instructor, but would include some of the following:

- (1) traditional anthologies, e.g., William Ebbstein, Great Political Thinkers: Plato to the Present, 4th Edition.
- (2) students will read one full length work (not a textbook) in political theory, e.g., Kant's Perpetual Peace
- (3) instructor selected anthologies of major journal articles, monographs, studies

#### VI. BIBLIOGRAPHY

Aquinas, Thomas, On Kingship  
 Hannah Arendt, The Origins of Totalitarianism  
 Aristotle, Nicomachean Ethics, Politics  
 Jeremy Bentham, Principles of Morals and Legislation  
 Jean Bodin, Six Books on the State  
 Ernst Cassirer, The Myth of the State, New Haven, Yale University Press, 1946  
 Cicero, De Re Publica, De Legibus  
 Dante, De Monarchia, Liberal of Liberal Arts, Bobbs-Merrill  
 William Ebbstein, Great Political Thinkers, Plato to the Present, fourth edition, Holt, Rinehart and Winston, New York, 1969



Sigmund Freud, Civilization and Its Discontents  
G.W.F. Hegel, Philosophy of Right  
Thomas Hobbes, De Cive, Leviathan  
Immanuel Kant, Perpetual Peace  
John Locke, Second Treatise on Government  
Machiavelli, The Prince  
Herbert Marcuse, Eros and Civilization  
Karl Marx, Economic and Philosophical Manuscripts of 1844  
John Stuart Mill, On Liberty  
Plato, Republic, Laws  
Rousseau, Jean Jacques, The Social Contract, Discourses  
Leo Strauss and Joseph Cropsey, History of Political  
Philosophy, third edition, Chicago, University of Chicago Press,  
1987

# 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

## 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	<u>      </u>	<u>  X  </u>
5. Scientific inquiry	<u>      </u>	<u>      </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>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>  X  </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.

- 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.

cf. explanation

- 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.**

cf. explanation

- 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.]

cf. explanation

- 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?**

cf. explanation

## 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 Form: Explanations  
PH 323 Political Philosophy

PART II. Liberal Studies Goals:

A.1 Students are introduced to a variety of political theories through presentation of main concepts, analysis and logical implications of ideas, and the consistency of theory and theory and practice. At the same time, political choices must be made, and this requires a clear and critical view of any position adopted, its political and ethical consequences, its consistency with respect to future action, and its impact on others who might not share the same political view. While political action necessitates compromise, political principles limit this. The student would be introduced to the delicate balance that exists between the realm of principle and the realm of compromise and the fact that hard choices are sometimes necessary. This places great emphasis on the need for clarity of thought and critical judgment.

A.2 Literacy is attained through creative essay examinations in which problematic situations/author position/theoretical analysis is required. In addition, each student must research a limited and approved topic and present her/his findings in the form of a term paper.

A.4 Since the course covers the major political writings who have influenced both theory and practice, the student is introduced to an historical perspective and develops an understanding of the sequence of the most important political ideas and their development.

A.6 Since political thinking does not take place without choices among competing goods and values, the student is introduced to the effect of sought goals on political theory and practice. Competing theories of the state, government, and power are made against the background of perceived values and their relative importance.

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

The study of political thought is essential in a democratic society if humans are to become aware of themselves as political and social beings who ought to participate in the decisions which affect the common good and individuals. Since humans exist in a bodily way, human activity cannot be divorced from its impact on and relationship to others living in the world. An understanding of human action and interrelationship is essential for social and political existence where autonomy and responsibility are important values.

D. Certain Collateral Skills:

1. Use of the Library through assigned readings, but especially research for term projects.

PART III. General Criteria

A. Basic equivalency of all sections of this course would be assured by the following process. All instructors who have taught this course during the previous academic year and summer or intend to teach the course 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 or not they are adequately meeting the specific goals and criteria approved for this course and outline herein. Any problems or conflicts would be brought to the attention of the entire department for resolution.

B. The study of political thought leads itself to consideration of questions of minorities and gender. Introduction of such material can be accomplished through instructor commentary on the place and role of minorities/women, through the inclusive/exclusive implications of such concepts as voting, property rights, societal roles, legal and political language, etc.

C. Most readings are primary sources. Some are anthologies containing articles and/or selections by major philosophers. Required readings will include at least one booklength work by a major philosopher. Examples of booklength works: Plato: Republic; Aristotle: Politics; Dante: On Monarchy; Thomas Hobbes: Leviathan; Machiavelli: The Prince; John Milton: Areopagitica; John Locke: Second Treatise on Government; Jean-Jacques Rousseau: Discourses; Immanuel Kant: On Perpetual Peace; Idea for a Universal History with Cosmpolitan Intent; John Stuart Mill: On Liberty.

D. 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 (s)he be required to take a lower level course?

E.1 cf. syllabus and A.1

E.2 cf. syllabus and A.1

E.3. Through class discussion, terms papers and projects

E.4. cf A.1. Examinations and term projects would emphasize a creative approach for students, by construction of examination and projects that do not permit easy answers or ones which merely reformulate readings and discussions.



E.5 The political world is a world in which the student must continually live. The course would indicate this in terms of the consequences of political ideas and how they have shaped political reality. The student would be presented with an expansive, rather than restrictive view of political thinking.

E.6 Parallels can be drawn between past and present both in terms of theory and practice.

#### PART IV. Curriculum Category

The syllabus and the answers to Part III indicate that this course does meet the criteria selected. The course is limited in that:

1. It does not use quantitative analysis or mathematical skills, but analysis of ideas and their consequences.

2. The non-western tradition is not represented, although this could be included through considerations of some selected texts, such as The Edicts of Asoka, and contemporary constitutions of Third World countries.