

LSC # 71
 Action App
10-3-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

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

TYPE II. DEPARTMENTAL COURSE

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

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

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

SIGNATURES:

Professor(s) Albert E Bouffard
 Department Chairperson Joel Mercho 9-24-91
 College Dean Patricia Joyce
 Director of Liberal Studies Chad O'Connell

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

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

II. Copy of the course syllabus.

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

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

WRITING SUMMARY

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

Three types of writing will occur in this course.

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

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

2. Writing For Evaluation

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

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

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

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

B. Writing For Reading

Students will keep diary of reflections on their readings.

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

15 points (5 points each)

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

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

Philosophy

CRITERIA FOR A SUCCESSFUL PHILOSOPHY PAPER
by Prof. Albert Bouffard

Ask yourself the following questions:

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

- 15. Am I sure I have not plagiarized?
- 16. If someone else worked in any way on the paper with me have I thanked them on the blank page between the title page and page one of the text, and have I indicated the extent of their help?
- 17. Have I appended an outline of my paper?

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

Specific Instructions for Paper
(Writing For Evaluation)

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

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

6

Course Syllabus

I. Catalogue Description

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

II. Course Objectives

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

III. Texts

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

IV. A Full Listing of Primary and Secondary Sources.

A. Secondary Sources

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

B. Primary Sources

- *Buber, I and Thou, Scriber
- *Heidegger, Basic Writings, Harper and Row
- * Introduction to Metaphysics, Yale University Press
- Being and Time, Harper and Row
- *Husserl, Phenomenology and the Crisis of Philosophy, Harper Torchbooks
- Ideas Pertaining to a Pure Phenomenology and Phenomenological Philosophy (First Book), Nijhoff
- *Jaspers, The Future of Mankind, University of Chicago Press
- * Man in the Modern Age, Routledge Keegan-Paul
- * Reason and Existenz, Noonday
- * Way of Wisdom, Yale University Press
- *Kierkegaard, Philosophical Fragments, Princeton
- Concept of Irony, Harper and Row
- Concluding Unscientific Postscript, Princeton
- Either/or, Anchor Doubleday
- * Fear and Trembling and the Sickness Unto Death, Anchor Books (Doubleday)
- *Marcel, Man Against Mass Society, Gateway
- * Mystery of Being Vol. 1, 2, Gateway
- * Homo Viator, Gateway
- * Being and Having, Beacon
- *Merleau-Ponty, Signs, Northwestern

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

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

1. De Beauvoir, Simone, The Second Sex
The Ethics of Ambiguity
2. Grene, Marjorie, Introduction to Existentialism
Sartre
Martin Heidegger
3. Langer, Monika, Merleau-Ponty's "Phenomenology of Perception"
4. Stroker, Elizabeth, The Husserlian Foundation of Science
5. Tymieniecka, Anna, Phenomenology and Science in Contemporary European Thought
The Existential Coordinates of the Human Condition, Poetic-Epic-Tragic: the Literary Genre
Morality within the Life - and Social World: Interdisciplinary Phenomenology of the Authentic Life in the "Moral Sense"
6. Weil, Simone, Lectures on Philosophy
The Simone Weil Reader:
 Ed. George Panachas

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

V. Requirements

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