

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # WI-4
Action App-9/22/11

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor C. Hans Pedersen Phone 357-5633
- Writing Workshop? (If not at IUP, where? when?) IUP, May 2010
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT 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) C. Hans Pedersen
- Department Chairperson My Michael
- College Dean A arm
- Director of Liberal Studies J. H. Pedrotti 10/3/11

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. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received
SEP 22 2011
Liberal Studies

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Writing Summary
PHIL 326: Phenomenology and Existentialism

PHIL 326, Phenomenology and Existentialism, is proposed for identification as a "W" course. The course is normally taught once every two years, and it is listed as a Liberal Studies Elective. There are no prerequisites for the course, but the students tend to be junior and senior philosophy majors and minors (although, there are fair number of students from other disciplines). Class size is limited to 30. The course will count towards a philosophy major or minor.

There are two main types of writing used in this course.

1. SHORT, FORMAL ESSAYS

Students are required to write two short (three- to four-page) essays during the course of the semester. The students are provided with a list of several specific questions or writing prompts focusing on the texts read in the class over the several weeks prior to the assignment of the essay. The questions or prompts typically ask the student to explain a particularly difficult passage, analyze an important argument, critique a position put forward by one of the authors being studied, etc. The aim of these short essays is to have students demonstrate that they have understood the readings and class discussions and are able to clearly and succinctly explain difficult philosophical ideas in their own words.

These essays are given the standard letter grades, with only very clear essays that demonstrate a sophisticated understanding of the ideas under discussion receiving an 'A' grade. Essays are expected to have a solid structure with a clear thesis, well-formed paragraphs, and smooth, logical transitions between ideas being discussed. Each short essay is worth 15% of the student's overall grade, meaning that the two short essays combine to make up 30% of the student's overall grade.

Students are asked to submit electronic copies of their papers to the instructor so that I can easily provide detailed feedback and criticism within the body of the text. This makes it easier to correct grammar errors, give suggestions for better ways of formulating a certain point, suggest structural changes in the essay, etc. Essays are then electronically returned to students with the comments included in the file. Students are not allowed to re-submit short essays, but it is hoped that they can use the feedback on the short essays to craft better term papers.

2. TERM PAPER

In the term paper, students are expected to provide their most sustained and polished attempt to think through some of the philosophical ideas covered over the course of the semester. Students select their topics for the term paper in consultation with the instructor, but the students are largely given free rein to choose their topics and decide how to approach them. Serious, personal engagement with profound and difficult philosophical ideas requires a sustained effort to articulate one's thoughts in longer, written form (approximately 3000 words). The chief objective of the term paper is to have students experience this level of engagement with the ideas and thinkers discussed in the course. The secondary objective of

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the term paper is to help students become accustomed to writing longer papers that are well-structured, coherent, demonstrative of an ability to communicate difficult ideas clearly, and that at least begin to meet the expectations for a formal, academic philosophy paper. To achieve this second objective, students are required to adhere to an accepted citation format and to use at least two scholarly articles not assigned for reading in class.

Students are expected to develop the term paper in stages. Approximately one month before the final draft of the term paper is due students are required to submit an abstract in which they clearly state the issue/question that they will address as well as their intended approach to the rest of the paper. I provide detailed feedback on the abstracts when necessary to make sure that the topics proposed are feasible and well-formulated. Approximately two weeks before the final draft is due students are required to submit a rough draft of their term paper. I again provide detailed criticism and suggestions where necessary to make sure that the students are progressing towards having clear, well-formed final draft.

As with the short essays, the final drafts of the term paper are given the standard letter grades, with only very clear essays that demonstrate a sophisticated understanding of the ideas under discussion receiving an 'A' grade. Essays are expected to have a solid structure with a clear thesis, well-formed paragraphs, and smooth, logical transitions between ideas being discussed. The key ways in which the term papers differ from the shorter essays are: (1) length, (2) engagement with secondary sources, and (3) the expectation that students are able to generate an interesting and relevant topic on their own (with some help from the instructor when needed). The final draft of the term paper counts for 40% of the students' grade.

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Short essays	2	6-8	Yes	No	30%
Term paper	1	9-10	Yes	Yes	40%
Totals	3	15-18	NA	NA	70%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

Existentialism and Phenomenology**PHIL 326****Spring 2011****M/W 3:35-4:50****Walsh 211****Instructor:** Hans Pedersen**Office:** Sutton 442**Phone Number:** 357-2310**E-mail Address:** c.pedersen@iup.edu**Office Hours:** M/W from 2:00-3:30, T/R from 12:45-1:45, and by appointment**Course Description:**

Phenomenology and Existentialism are two of the defining movements in European philosophy in the 19th and 20th centuries. Jean-Paul Sartre, in the 1930s and 1940s, was one of the first major philosophers to self-identify as an existentialist, but earlier philosophers have since been retroactively interpreted as existentialists. Edmund Husserl originally developed the phenomenological approach to philosophy in the early 1900s, and the designation of “phenomenologist” has been used to describe many philosophers loosely following Husserl’s program up to the present day. In many ways, Existentialism and Phenomenology are separate philosophical movements and very different ways of approaching philosophy. However, both movements can be seen as arising out of dissatisfaction with traditional philosophical, scientific, religious, and “common-sense” ways of understanding human existence and our relation to the world as a whole. In this course, we will discuss some of the main thinkers associated with the existential and phenomenological traditions, attempt to understand their often difficult writings, and consider what themes and ways of thinking found in existentialist and phenomenological thought might still be relevant for us today.

Courses Objectives:

Over the course of the semester, it is hoped that students will:

- 1.) Become familiar the central works and ideas of the Existential and Phenomenological philosophical traditions
- 2.) Improve their ability to read difficult texts
- 3.) Improve their ability to write clearly and articulately about difficult and abstract ideas
- 4.) Personally engage in serious and sustained philosophical reflection

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Required Texts:

Søren Kierkegaard, *The Essential Kierkegaard*, edited by Howard V. Hong and Edna H. Hong (Princeton: Princeton University Press, 2000)

Friedrich Nietzsche, *The Gay Science*, edited by Bernard Williams (Cambridge: Cambridge University Press, 2001)

Martin Heidegger, *Being and Time*, translated by John Macquarrie and Edward Robinson (New York: Harper, 2008)

Jean-Paul Sartre, *Being and Nothingness*, translated by Hazel Barnes (Washington Square Press, 1993)

Course Requirements and Evaluation:

2 short (3-4 page) essays: 15% each (30% total)

Term paper (3000 words): 40%

Posts on Moodle discussion forum: 20%

Class participation and attendance: 10%

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, Below 60 = F

Structure of Course Assignments:

Short Essays: Student will be expected to write two short (3-4 pages) essays in which they engage in serious analysis of the texts being discussed. The instructor will provide students with a list of topics/questions to be addressed in these essays. Essays should be e-mailed to the instructor on the due date. Late essays will be penalized one full letter grade for each day they are late.

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. The term paper will be due during the Final Exam period for the course (as listed on the schedule below). More information on the term paper will be provided as the semester progresses.

Posts on Moodle Discussion Forum: Prior to each class meeting, there will be 10-12 students who are responsible for posting some comments on/discussion of the reading assigned for that class in the discussion forum on Moodle. The aim of this exercise is to get students actively involved in the process of interpreting and analyzing the thinkers being discussed in this course without solely relying on the instructor's interpretation. Students are welcome to post in the forum at any time, but are required to do so on their assigned days.

Class Participation and Attendance: Attending the majority of classes and staying awake is NOT enough to earn full credit for class participation. Students are expected to show active engagement with the course inside and outside of the classroom to earn full credit for class participation. Some examples of active engagement in the course are asking questions/making comments in class, active participation in the Moodle discussion forum, e-mailing the instructor with questions or comments, coming to see the instructor during office hours, etc.

Students begin the semester with a 50% grade for class participation. Each instance of positive participation (raising a good point in class discussion, making an extra post on the Moodle discussion forum, sending the instructor an e-mail with a question or comment about the material discussed in class, etc.) in the class will result in the student's grade being increased by 10%. Any instances of negative behavior in the classroom (as discussed in the Classroom Behavior section below) will result in the student's class participation grade being decreased by 10%. It is hoped that by the end of the semester, all students will be able to achieve a 100% grade in this area.

Academic Dishonesty Policy:

Students caught cheating or plagiarizing will be given a zero for the assignment in question and, depending on the severity of the incident, will be subject to failure of the course.

Classroom Behavior:

Students are expected to turn off electronic devices (iPods, cell phones, laptops, etc.). That means that students should NOT be texting during class. Use of laptops is permitted for the sole purpose of taking notes.

If a student needs to leave class early, he or she should notify the instructor before class starts. If a student leaves class early or misses a class, it is his or her responsibility to find out if they missed anything in class.

This should go without saying, but students should NOT sleep during class.

Violation of any of these basic guidelines of appropriate classroom behavior will result in a reduction in the student's class participation grade.

Tentative Course Schedule

EK = *The Essential Kierkegaard*
GS = *The Gay Science*
BT = *Being and Time*

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BN = *Being and Nothingness*

- 1/19 Introduction
- 1/24 Kierkegaard, *Either/Or*, Part 1, EK 37-62
- 1/26 Kierkegaard, *Either/Or*, Part 2, EK 66-83
- 1/31 Kierkegaard, *Fear and Trembling*, EK 93-101
- 2/2 Kierkegaard, *Concluding Unscientific Postscript*, EK 187-213
- 2/7 Kierkegaard, *Concluding Unscientific Postscript*, EK 213-241
- 2/9 Nietzsche, Book 1 of GS Sections 1-3, 7, 20, 21, 23, 26, 37, 40, 42, 55, 56
Book 2 of GS Sections 57, 76
- 2/14 Nietzsche, Book 3 of GS Sections 108-113, 115-119, 121-123, 125, 127, 128,
135, 136, 140-143, 149, 151, 152
- 2/16 Nietzsche, Book 3 of GS Sections 154, 162-164, 173, 174, 228, 229, 232, 233,
250, 269-275
Book 4 of GS Sections 277, 283-285, 289, 290
- 2/21 Nietzsche, Book 4 of GS Sections 293-296, 300-302, 304, 305, 307, 316, 318-
329, 333-335, 337, 338, 340, 341
1st Short Paper Due
- 2/23 Nietzsche, Book 5 of GS Sections 343-349, 352-357, 362, 366, 370, 372-374,
377, 379-383
- 2/28 Husserl (Handout)
- 3/2 Husserl (Handout)
- 3/7 SPRING BREAK—NO CLASS
- 3/9 SPRING BREAK—NO CLASS
- 3/14 Merleau-Ponty (Handout)
- 3/16 Merleau-Ponty (Handout)
- 3/21 Heidegger, BT Sections 1-4
- 3/23 Heidegger, BT Sections 5-7

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- 3/28 Heidegger, BT Sections 9, 12, 14, 15, 18
2nd Short Paper Due
- 3/30 Heidegger, BT Sections 25-27
Abstract/Proposal for term paper due
- 4/4 Heidegger, BT Sections 28, 29, 31, 34, 35-38
- 4/6 Heidegger, BT Sections 39, 40, 46-53
- 4/11 Heidegger, BT Sections 67, 68
- 4/13 Sartre, BN, Introduction, 3-30
- 4/18 Sartre, BN, "The Origin of Nothingness," 56-85
- 4/20 Sartre, BN, "Bad Faith," 86-112
Rough draft of term paper due to instructor
- 4/25 Sartre, BN, "Freedom and Facticity: The Situation," 619-629
- 4/27 Sartre, BN, "Freedom and Responsibility," 707-711
- 5/2 Concluding thoughts/Term paper workshop
- Term Paper Due: Wednesday, May 4th, 2:45-4:45 PM

Short Paper Guidelines

Length: 3-4 pages, double-spaced, normal font and margins (e.g. 12 point Times New Roman with 1-inch margins)

Due date: Feb. 21st. Papers should be e-mailed to me (c.pedersen@iup.edu) by midnight on Feb. 21st. Turning in a hardcopy is acceptable if necessary, but electronic submissions are preferred.

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.

Stylistic guidelines: 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. For example, it might be correct to say that Kierkegaard finds fault with the ethical stage of existence because in it the particular individual is subsumed by the universal, but this does little to explain what Kierkegaard actually means by this. 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.

Suggested Topics/Questions:

- 1.) Why does Kierkegaard think that the ethical stage of existence is not the highest stage of existence?
- 2.) Is there a difference between Kierkegaard's conception of faith and religious existence in *Fear and Trembling* and *Concluding Unscientific Postscript*? If so, what is the difference?
- 3.) Why does Kierkegaard see irony as a transitional stage between the esthetic and ethical spheres of existence?
- 4.) Why does Kierkegaard call the ethical stage of existence "ethical"? Is there any way to connect Kierkegaard's discussion of the ethical with our common understanding of ethics?
- 5.) What does Kierkegaard mean when he says, "Existing ethically is actuality" (EK, 216)? What does this say about his reasons for preferring the ethical stage of existence to the esthetic?
- 6.) Is Nietzsche a moral relativist? If so, what exact form does his relativism take? That is, does he think moral standards differ from culture to culture, individual to individual, etc? Is this a defensible position?
- 7.) Give an in-depth interpretation of Section 125 (The madman) from *The Gay Science*.

Existentialism and Phenomenology PHIL 326

Term paper guidelines

Due date: Wednesday, May 4th, 2:45-4:45 PM. Papers should either be turned in physically in the classroom during this time or e-mail to me (c.pedersen@iup.edu) no later than 4:45 PM.

Preliminary due dates: Abstract—3/30 via e-mail, Rough Draft—4/20 via e-mail

Length: Approximately 3000 words (usually that amounts to around 9-10 pages)

Topic: The topic of the paper should be drawn from our readings over the course of the semester. It is acceptable to make connections to philosophers we have not discussed or other disciplines with which you might be familiar. Feel free to consult with me concerning any ideas you might have.

Sources: I would like you to make use of at least two scholarly, secondary sources in your paper. I highly recommend the Stanford Encyclopedia of Philosophy (plato.stanford.edu) as a place to start. Most articles on this site are written by highly respected current philosophers and touch on most imaginable philosophical topics. Most articles also provide pretty good bibliographies in which you can find other relevant articles.

I also highly recommend the Cambridge Companion series of essay anthologies. These volumes contain articles written by well-respected scholars dealing with the central themes of a certain major thinker, including all of the ones we have read in this class.

Outside of these two sources, you can always check the Philosopher's Index, an online database of philosophy articles published since 1940. You can access this through the IUP library website.

When using outside sources, I want you to resist the urge to merely summarize the views of one or more prominent scholars. Secondary sources should serve to reinforce certain points, clarify what is at stake in the debate over the topic being considered, or serve as exemplars of prominent, but ultimately misguided views to be argued against in your paper. They should not be a substitute for your own attempt to come to grips with the material yourself.

Stylistic guidelines: 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

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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.

Suggestions for structuring your paper: You are being given free rein to structure your paper in the manner that you think best fits the topic that you are addressing. That being said, if you are unsure of how to structure your paper, the following are two general ways of organizing a scholarly, philosophical paper:

- 1.) **Survey of the current scholarly debate.** After your introduction in which you specify your topic, you can give a summary of the main approaches to the topic found in the current secondary literature that deals with the issue. You can then articulate your own view and show where it fits in the spectrum of common scholarly opinion. Alternatively, after summarizing the spectrum of scholarly approaches to the topic, you could throw your support behind one particular view and explain why that one makes the most sense.

Example: Suppose that your chosen topic is the question of whether or not Nietzsche is a moral relativist. The spectrum of scholarly views on this question might be something like this: Philosopher X argues that Nietzsche is clearly a relativist; Philosophy Y argues that Nietzsche is a relativist, but not in the sense in which we normally understand 'relativist'; Philosopher Z argues that Nietzsche is clearly not a relativist. After summarizing the arguments made by Philosophers X, Y, and Z, you could explain why you agree with Philosopher Y and show how her argument makes the most sense.

- 2.) **Polemic.** After your introduction in which you specify your topic, you summarize one particular approach to the topic found in the scholarly literature with which you disagree. The rest of the paper is then devoted to showing why you find this approach to be flawed and suggesting what you take to be a better way of addressing the topic.

Example: We can stick with the same topic. In a paper of this format, you can pick, for example, Philosopher Z, with whom you disagree. You can begin by summarizing the argument of Philosopher Z and then proceed to show in detail why Philosopher Z is wrong to argue that Nietzsche is not a relativist.