

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-111
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 325 History of Philosophy II: Renaissance and Modern

DEPARTMENT Philosophy & Religious Studies

CONTACT PERSON Albert Bouffard

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

Sharon Montgomery
Department Curriculum Committee

RF
College Curriculum Committee

C. H. L. L. L.
Director of Liberal Studies
(where applicable)

Sharon Montgomery
Department Chairperson

R. Jones
College Dean*

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 _____

Course Syllabus

I. Catalogue Description

Continuation of PH 324 (History I), beginning with 15th century Renaissance Thought and ending with the 19th century precursors of contemporary philosophies. Junior or Senior standing, or Instructor Permission Required Along with Well Developed Thinking and Reading Skills.

II. Course Objectives

1. Students learn about the struggles to emancipate philosophical thinking from Ecclesiastical influence: Emancipation from the role of "Handmaiden to Theology".
2. Students learn about the birth of modern scientific method, its difference from the Aristotelian paradigm, and the attempts of philosophers to ground the new science.
3. Students study the extremes of rationalism and empiricism and the attempts at synthesis in Kant and Hegel.
4. Students study the breakdown of confidence in reason and the rise of intuitionism, feeling, will i.e., the Romantic movement of the 19th century.

III. Course Outline

- A. Renaissance, Reformation and Scientific Background
- B. Rationalists
 - (1) Descartes
 - (2) Spinoza
 - (3) Leibniz
- C. Empiricism
 - (1) Hobbes
 - (2) Locke
 - (3) Berkeley
 - (4) Hume
- D. Synthesis of Rationalism and Empiricism
 - (1) Kant
 - (2) Hegel
- E. Breakdown of Reason
 - (1) Nietzsche
 - (2) Schopenhauer
 - (3) Kierkegaard
 - (4) Rousseau
- F. Utilitarianism
 - (1) Bentham
 - (2) Mill

(Note: The above syllabus represents one of many possible ways to organize and structure the course; actual syllabi will vary with individual instructors.)

IV. Evaluation Methods

Actual methods will vary from instructor to instructor. But in order to fulfill the composition requirement in knowledge area of the Humanities and Elective sections faculty members will require either a paper or give some essay segments on their tests.

- (a) A sample evaluation method might be:
 - 1. A paper of approximately 6 pages - 25 points
 - 2. Three Tests - 25 points each.

V. Required Textbooks

This will vary from instructor to instructor, but we will require at least one book length reading.

Possible Books:

- 1. Descartes, Meditations
- 2. Hume, An Inquiry Concerning Human Understanding
- 3. Kant, Prolegomena to any Future Metaphysics
- 4. Nietzsche, Birth of Tragedy
- 5. Mill, On Liberty
- 6. Copleston, History of Philosophy
- 7. Jones, History of Western Philosophy

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☐ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☐ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☐ Non-Western Cultures
- ☒ Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- ☒ Regular ☐ Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? ☒ yes ☐ no

If so, which General Education course(s)? PH 120, 101, 221, 222, 223

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	
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	<u> X </u>	<u> </u>	
5. Scientific inquiry	<u> </u>	<u> X </u>	} Depending on instructor, or "no".
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. 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	<u> </u>	<u> X </u>	} Depending on instructor, 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.

- B.** Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C.** Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D.** If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

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.

Part II

A. Intellectual Skills and Modes of Thinking

Students will not only associate ideas with people but will study the reasons philosophers use to justify their positions as well as weaknesses that become apparent in their thinking as they are criticized by subsequent philosophers who pick up the trail of their predecessors. Students will study various dimensions of a philosopher's thought including where appropriate their attempts to understand what is real; reflections on the justification for claiming knowledge; what is good, etc. In addition students will reflect on the shifts in thinking from philosophy as the "handmaid of theology" to philosophy as an independent rational endeavor. They will learn about the birth of Modern Scientific method and its difference from the Aristotelian paradigm and the attempts of philosophers to ground the new science. They will study the extremes of rationalism and empiricism and the attempts to synthesize the two. And finally they will study the breakdown in the confidence in reason and the rise of Romanticism in the 19th century.

B. Acquiring a Body of Knowledge or Understanding essential to an educated man.

The roots of contemporary western peoples are found not only in our Greco-Roman Heritage and in the theological heritage of the middle ages but in the struggles and developments spoken of in A above. The education of a person is impoverished who knows nothing of Descartes' "cogito ergo sum"; or of Hobbes' "state of nature"; or of Berkeley's "esse est percipi"; or of Kant's "categorical imperative", or of Nietzsche's "death of God" and the "Übermensch"; or of Hegel's "absolute"; or of Rousseau's "general will".

Part II General Criteria

A. Basic Equivalencies

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. Perspectives and Contributions of Ethnic and Racial Minorities and of Women
- a. The Flight of Objectivity: Essays in Cartesianism and Culture, Susan Bordo.
 - b. Communist Manifesto, Marx.
 - c. Postponements: Women, Sensuality, and Death in Nietzsche, David Krell
 - d. The Subjection of Women, John Stuart Mill

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.

- C. Required Readings - See syllabus for Representative List
This is at the discretion of the individual instructor. But we do understand the requirement of at least one substantial primary source work.

- D. How this course differs from an Introductory major course?

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?

- E. Ways of Contributing to Student's Abilities

1. Students will study the Ethical Philosophy of Kant in depth and of the utilitarians, Bentham and Mill, if not in depth, at least sufficiently to see the contrast with Kant.
2. Critical thinking is integral to philosophy courses. We not only associate ideas with thinkers but study the justifications for their positions and criticisms.
3. Students are urged to engage in discussions of the issues raised and are given options to do some writing depending on the evaluation format of the instructor.
4. Creative thinking emerges in exploring the range of possibilities surrounding a philosopher's thought or by way of imaginative variations or "what if" situations to test ideas.
5. Philosophy is characterized by increasing maturity in dealing with issues rather than solving them once and for all.

6. The roots of the contemporary world are found in the dawn of modernity in the 16th and 17th centuries and its maturation through the 18th and 19th centuries. The questions raised by philosophers are perennial.

Part IV Specific Criteria for the Curriculum Category

- A. Knowledge Area
See Checklist. Explanations are self-evident.
- B. Philosophy Criteria
See Checklist, Part II, B. Explanations are self-evident.
- C. Elective Criteria
Course meets the "General Criteria which apply to all Liberal Studies Courses" if not in a self-evident way then in the way described in the proposal made for this course to be a mandated course.

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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