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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>152</u>
Action <u>Approved</u>
Date <u>1-31-91</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE PH 326 Phenomenology and Existentialism
DEPARTMENT Philosophy & Religious Studies
CONTACT PERSON Albert E. Bouffard

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) For Liberal Studies Elective

III. APPROVALS
Albert E. Bouffard
Department Curriculum Committee

Joel Martin (30 Nov 90)
Department Chairperson

Rubel
College Curriculum Committee

Jorge
College Dean*

Chad D. ...
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 _____	Semester/Year to be implemented <u>ASAP</u>	Date to be published in Catalog _____
Date Submitted to UWUCC _____		

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)? _____

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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.
- 2. Literacy--writing, reading, speaking, listening
- 3. Understanding numerical data
- 4. Historical consciousness
- 5. Scientific inquiry
- 6. Values (ethical mode of thinking or application of ethical perception)
- 7. Aesthetic mode of thinking

X	_____
_____	X
_____	_____
_____	X
_____	X
_____	X
_____	_____

Depending on the instructor, or "no".

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

C. Understanding the Physical Nature of Human Beings

D. Certain Collateral Skills:

- 1. Use of the library
- 2. Use of computing technology

_____	X
_____	_____

Depending on the instructor, or "no".

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 326 Phenomenology and Existentialism

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. Students will become more deeply aware of the philosophical side of the contemporary scene, i.e. of the assumptions underlying our practices in the 20th century. They will also be introduced to a way of thinking that contrasts with linguistic analysis, positivism and pragmatism. The ability to ferret out assumptions and see alternative ways of dealing with them is essential to an educated person.

Part III. General Criteria

A. Basic Equivalencies

All instructors who teach this course 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

1. De Beauvoir, Simone, The Second Sex
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.

- 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 Abilities
 1. Students will confront the ethical dimension of the philosophers in The Phenomenological and Existentialist movement.
 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. Course is set in the 20th century.

Part IV. Specific Criteria for the Curriculum Category

- A. Knowledge Area
See Checklist. Explanations are self-evident. *NOT Required*
- B. Philosophy Criteria
See Checklist, Part II. General Criteria, B.
Explanations are self-evident.
- C. Elective Criteria
Course meets the "General Criteria which apply to all Liberal Studies Courses." It is not a technical, professional or pre-professional course.

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 and Existentialism as exemplified in such thinkers as Kierkegaard, Jaspers, Marcel, Buber and Sartre.
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.

III. Course Outline

This is a brief representative list of individuals and themes. Some who teach the course may focus on fewer philosophers in more depth, or trace thematic developments through several thinkers.

Phenomenology-Existentialism

- A. Beginnings of Phenomenology
- (1) Brentano and the concept of intentionality
 - (2) Husserl's Philosophy of Arithmetic (psychologism)
 - (3) Frege's critique of Husserl
 - (4) Husserl's rejection of psychologism (Logical Investigations)

- B. Edmund Husserl and Phenomenology
 - (1) descriptive phenomenology (Logical Investigations)
 - (2) philosophy as a rigorous science
 - (3) Ideas: the natural standpoint; eidetic reduction; noesis-noema; fact and essence; ideation; evidence; intentionally; constitution
 - (4) the move to transcendental idealism
 - (5) the problem of the Lebenswelt

- C. Martin Heidegger
 - (1) The Being question
 - (2) Analysis of Sein und Zeit: Dasein; world; transcendence; ontic-ontological; destruction of metaphysics; Heidegger's conception of phenomenology; in-der-Welt-sein; truth as aletheia
 - (3) Heidegger's critique of science
 - (4) the reversal and the latter Heidegger: philosophy and poetry

- D. Maurice Merleau-Ponty
 - (1) Merleau-Ponty's phenomenology
 - (2) Merleau-Ponty's on Perception: a new conception of consciousness; denial of reductionism and dualism; the notion of the body-subject

- E. Existentialism
 - (1) historical relation to Kierkegaard, Nietzsche and Dostoevski
 - (2) existentialism as a movement within phenomenology
 - (3) characteristics of existentialism

- F. Karl Jaspers
 - (1) Existenzphilosophie not existentialism
 - (2) Three-fold division of the real
 - (3) the Encompassing

- G. Martin Buber
 - (1) I-Thou distinction
 - (2) Application to Person, Ethics, Religion

- H. Gabriel Marcel
 - (1) the path of philosophy
 - (2) concrete personalism

- I. Jean-Paul Sartre
 - (1) Sartre's view of phenomenology
 - (2) Being and Nothingness: en-soi/pour-soi; necessity/freedom/the body; consciousness as negativizing

IV. Evaluation Methods

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

- (a) Sample evaluation method might be:
1. a paper of approximately 6 or 7 pages - 25 points
 2. three tests - 25 points each

V. Texts

This will vary from instructor to instructor, but we will require at least one book length reading. Typical texts for the course could be one or several of the following in whole or in part, either purchased for the course or found in the library, or other works chosen at the instructor's discretion. An * indicates that the text is more useful for or readable by undergraduates.

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