

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: PHIL-A494 Seminar: Contemporary Philosophy

Originating Faculty: Joseph C. Berendzen

Department/College: Philosophy Chairperson: Joseph C. Berendzen

Contact Phone/Email: jberendz@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____

Will course or program fees be required for this course/program? No Yes \$ _____

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School J.C. Berendzen (Chair) Date: 11/10/16
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

²Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Philosophy/Arts and Sciences

Chairperson: Joseph C. Berendzen

Course Title: Seminar: Contemporary Philosophy

(Limit 28 Characters or Less)

Course Number: PHIL - A 4 9 4

Term: Fall Spring Summer Credit Hours: 3 Major Required Elective

Effective Term 17F Course I.D. (SUBJ-LEVL) _____ Contact Hours 3

Grade Type (Normal) Maximum Capacity 15

Activity Type (Seminar)

Inter-disciplinary Classification (s) N/A

Common Curriculum Classification (s) N/A

Pre-requisites/Registration Controls:

Pre-requisite course required PHIL-T122 or PHIL-R122 or PHIL-H295. Course only open to juniors and seniors.

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes _____ \$ _____
No

d. Will a course fee be required for this course? Yes _____ \$ _____
No

e. Are new resources needed for implementing this course? Yes _____ No
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

This course is a detailed study of an author or texts from the contemporary (19th and 20th Centuries) period.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

The need for this course is dependent on our proposal to add the Contemporary slot to our majors' Historical Sequence. Thus, the full justification for this course is dependent upon the justification for that change (see the accompanying proposal).

Currently the historical sequence has three slots that must be filled: Ancient, Medieval, and Modern. Each slot has a corresponding seminar course attached to it (PHIL A490, A491, and A492). Because we are proposing to add a "Contemporary" slot to the historical sequence, for consistency's sake it makes sense to add a corresponding seminar course. Because there is already a course numbered A493, we propose that the Contemporary Seminar be numbered A494.

Our seminar courses do not have set contents; rather each individual seminar class covers a figure or theme of the instructor's choosing. The historical seminars are, however, bound by the relevant historical period, thus A494 will necessarily cover figures from the 19th and 20th Centuries.

- II. Impact on the Curriculum:
 - A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

Any improvements to the curriculum caused by the addition of this course will be tied to the general improvements caused by the addition of the Contemporary slot; see the corresponding proposal for further justification.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

The addition of this course will not have such an impact, though the corresponding addition of the Contemporary slot will add three hours to the majors and remove three from the general electives.

- III. Impact of a new course on frequency of course offerings:
 - A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The additional course will not significantly affect our course offerings. It is not, in itself, a required course; the requirement it can fill can also be filled by other courses already in the bulletin. Those courses are already offered fairly regularly; this course can be fit into a rotation without significant changes to our scheduling.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

No courses will have to be dropped. It is the case that some courses which in the past have been offered under the name PHIL A493 Seminar: Major Author will now be offered as A494. But this is only a nominal change and will not affect the number of or distribution of our offerings.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

It will have no such effects.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

There will not be a service learning component.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

It will have no such effects.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

See attached syllabus.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:

See attached plan.

- V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current staffing can be sufficient. However, in recent years we have lost three Ordinary faculty members who taught in the Contemporary area (Altschul, Brice, and Bourgeois); replacing them would be ideal.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

The proposal was discussed with Michael Truran, our library liaison, on Nov. 11 2016. Michael noted that the library's support of the program will not be affected.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No additional support services will be required.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No new equipment will be required.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

No student fee is requested.

classes or labs) or modifications of existing physical plant space?

No additional space is required.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?

There will be no impact on other departments.

PHIL-A494 Assessment Plan

A) Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?

The learning outcomes for PHIL-A494 are taken from “Department of Philosophy: Goals and Learning Objectives for Majors and Minors” (see the document attached to the corresponding proposal to add three hours to the PHIL/PHPL majors).

The following are the specific learning outcomes for this course (paraphrased from the goals and learning objectives document):

- Goal 1, Objective 2—Development of student ability to analyze and reflect on their fundamental philosophical beliefs.
- G2, O2—Development of student ability to analyze the arguments in primary and secondary sources.
- G2, O3—Development of student ability to formulate arguments and positions.
- G2, O4—Development of student ability to write an extended philosophical interpretation or thesis in a research paper.
- G4, O4—Development of student ability to analyze the works of significant authors and/or analyze central issues in the contemporary period of philosophy.

In sum, at the end of the course we want students to be able to read and analyze key texts and arguments from the contemporary period (19th and 20th Centuries), develop that analysis into a position or thesis, and argue for that position/thesis in a research paper.

B) Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness.

A494 (along with our other A49# seminar courses) is intended to be a writing-heavy course; students should complete somewhere in the area of twenty pages of significant philosophical writing, preferably in the form of a research paper. The papers produced in the course will be the key component of the assessment process for the course.

The A49# seminar courses play an important role in the assessment process for our major as a whole. At least two A49# seminars are offered each academic year, and the papers from those courses are assessed (apart from the standard course grading) by a departmental subcommittee, guided by the department chair, for the purpose of developing the qualitative component of the yearly assessment of the major. This same process can be used to assess the individual seminar courses; as the subcommittee assesses the major as a whole, they will also set some time aside to consider the effectiveness of the seminar courses.

The primary tool for the assessment of the seminar papers is a rubric used by the subcommittee. A version of that rubric is attached; it is important to note, however, that the rubric is in the process of being refined. The elements of the attached rubric should make the indicators of learning and course effectiveness clear.

C) Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students’ learning?

The criteria should be clear on the attached rubric. In sum, we will know that we are having a positive impact on student learning by a) seeing high-quality papers written by students in the course and b) seeing improvement in the papers across our yearly seminar assessments. A more detailed description of what “high-quality” is in this context can be determined from the attached rubric.

D) Frequency and schedule of assessment of student learning in this course.

As noted above, our seminar courses are assessed yearly as a part of the assessment of our major. Thus A494 will be assessed each time it is offered.

E) Describe mechanisms that will be in place to ensure continuous improvement of course.

The results of the seminar assessments, which will include some suggestions for improvement, will be distributed to the department faculty to be used to inform their future course designs. If the seminar assessments reveal significant problems, further steps (such as faculty workshops) will be considered as needed.

F) Structure and process for administrative and academic oversight of course.

Apart from the assessment process noted above, individual course syllabi will be reviewed by the department chair.

G) Impact of course on accreditation or certification.

N/A

Qualitative Assessment Rubric

	Excellent	Proficient	Satisfactory	Unsatisfactory
Style	<p>All sentences are complete and grammatical.</p> <p>Key concepts and theories are accurately and adequately explained and clear examples are provided to illustrate them.</p> <p>Paper has been spell-checked and proofread and has no errors.</p> <p>Thesis or central interpretive claim is clear and is contained in the introduction.</p> <p>The argument is easy to follow and key claims are made explicit and supported by reasons.</p>	<p>All sentences are complete and grammatical.</p> <p>Key concepts and theories are explained and supported by examples.</p> <p>Paper has been spell-checked and proofread and contains very few errors.</p> <p>Thesis or central interpretive claim is contained in the introduction.</p> <p>The argument is generally easy to follow.</p>	<p>Almost all sentences are complete and grammatical.</p> <p>Most key concepts and theories are explained.</p> <p>Paper contains few spelling errors, rhetorical questions and/or uses of slang.</p> <p>Thesis or central interpretive claim is clear but not clearly stated.</p> <p>The arguments may be somewhat difficult to follow. Most key claims are made explicit.</p>	<p>A number of sentences are incomplete and/or ungrammatical.</p> <p>Information is inadequate and/or key concepts are not explained.</p> <p>Paper has not been adequately proofread and contains many spelling errors.</p> <p>There is no thesis or central interpretive claim, or the thesis is very vague and general.</p> <p>It is very difficult to follow the argument.</p>
Comprehension	<p>The author provides an accurate interpretation of textual sources.</p> <p>The author successfully synthesizes material from various sources into a coherent whole.</p> <p>The author demonstrates a clear understanding of the philosophical problem and its significance</p>	<p>The author provides a mostly accurate interpretation of textual sources with some exceptions;</p> <p>adequately synthesizes material from various sources into a whole that is generally coherent;</p> <p>demonstrates a generally clear understanding of the philosophical problem and its significance.</p>	<p>The author demonstrates a basic understanding of textual sources but misinterprets key parts;</p> <p>incorporates material from various sources but the connections between parts are not clear;</p> <p>demonstrates a basic understanding of the philosophical problem and its significance.</p>	<p>The author provides a largely inaccurate interpretation of textual sources;</p> <p>does not incorporate material from various sources;</p> <p>does not demonstrate a basic understanding of the philosophical problem and its significance.</p>

<p>Argument</p>	<p>The author effectively and insightfully develops a strong thesis or interpretative claim by:</p> <ul style="list-style-type: none"> providing a clear thesis statement or statement of the paper's main conclusion; supporting the thesis/conclusion with strong, relevant evidence, reasons, and/or premises; presenting consistent and logical connections in the analysis of evidence; considering opposing positions, counter-examples, and/or counter-arguments, and providing compelling response(s). 	<p>The author develops a good thesis or interpretative claim by:</p> <ul style="list-style-type: none"> providing a thesis statement or statement of the paper's main conclusion; supporting the thesis/conclusion with appropriate and adequate evidence, reasons, and/or premises; presenting a coherent analysis of evidence for the thesis or interpretative claim. 	<p>The author develops a thesis or interpretative claim by:</p> <ul style="list-style-type: none"> providing a somewhat vague thesis statement or statement of paper's main conclusion; supporting the thesis/conclusion with limited evidence or argument; presenting a general analysis of evidence. 	<p>The author fails to develop a thesis or interpretative claim by:</p> <ul style="list-style-type: none"> providing no (or weak) thesis statement or statement of the paper's main conclusion; presenting inappropriate, inadequate, inconsistent and/or illogical evidence and/or analysis; presenting no intelligible argument but merely restates the thesis or conclusion.
<p>Originality/ Creativity</p>	<p>Student formulates philosophical questions that are interesting and relevant;</p> <ul style="list-style-type: none"> displays genuine originality and creativity in developing textual interpretations and constructing arguments; anticipates and responds to objections to his/her position and/or textual interpretations. 	<p>Student formulates philosophical questions that are interesting and relevant;</p> <ul style="list-style-type: none"> displays creativity in advancing arguments and textual interpretations; anticipates objections to his/her position and/or textual interpretations. 	<p>Student formulates philosophical questions that are interesting and relevant;</p> <ul style="list-style-type: none"> displays creativity in developing textual interpretations and constructing arguments. 	<p>Student formulates philosophical questions that are trivial and uninteresting;</p> <ul style="list-style-type: none"> displays no originality or creativity in offering textual interpretations or constructing arguments.

PHIL-A494-001 Seminar: The Philosophy of Merleau-Ponty
Fall 20xx, Bobet 101, TR 2:00-3:15
Professor: Dr. J.C. Berendzen
Office/Hours: Bobet 419, MW 12:30-2:00 or by appointment
jberendz@loyno.edu

NOTE: This course is an advanced seminar designed for junior and senior philosophy majors. It will not count for common curriculum credit, and may not be appropriate for a student without much background in philosophy.

Course Description

Maurice Merleau-Ponty is one of the major figures in 20th Century European philosophy. He was associated with the philosophical movement known as "phenomenology" and is well known for his insistence that in order to understand the workings of the human mind, one must also understand the workings of the human body. His work has recently become very influential in philosophy of mind and cognitive science. This class will focus on his earlier works, with an emphasis on his books *The Structure of Behavior* and *Phenomenology of Perception*. The course will conclude with a consideration of his thoughts on art and aesthetics.

Required Texts

TBA (There are no books for this course that need to be purchased from the bookstore.)

Coursework and Grading

The main part of the coursework will be the daily reading assignments and the classroom discussion of those readings. Students are expected to keep up with the reading, and participate in class discussions on the readings. It is important that students come to class with the appropriate readings (including those which are posted to Blackboard). Up to 15% of the grade as described below may be shifted to in class quizzes if students consistently fail to come to class with the assigned texts.

The graded coursework will be comprised of both in-class exams and papers.

- **In-class exams:** There will be a mid-term exam (given in class on Oct. 7) and a final exam (given during the exam period on Dec. 11). The final will cover class material that follows the mid-term (i.e. it will not be cumulative). The exams will be made up of a combination of objective questions (i.e. multiple choice, short answer) and essay questions. More will be said about the structure of the exams one week prior to the mid-term. *Each of these exams will be worth 20% of the final grade.*
- **Research Paper:** The student will write an approximately 12-15 page research paper on a topic chosen from a list to be provided in class (in exceptional circumstances, students will be allowed to develop their own topic in consultation with the professor). It is possible that a student who has difficulty with the project will be instructed to write multiple shorter papers instead. The student must do the following:
 - ◆ Meet with the professor, outside of class, before October 3 (*will count for 5% of the final grade*).
 - ◆ Turn in a typewritten draft of the work, by November 7, which *will count for 15% of the final grade*.
 - ◆ Turn in the final draft, by December 15, which *will count for 45% of your final grade*. Extensions will not be granted except in extraordinary circumstances (and the fact that you are really busy is not an extraordinary circumstance).

All papers will be turned in electronically via SafeAssign on Blackboard. More information regarding the papers (including topics, information on formatting, and a description of how they will be graded) will be presented during the semester. Your participation will also be crucial for the success of the class.

Participating is not hard—you are not expected to be brilliant, just thoughtful. As long as you are not flippant or disrespectful, your participation will be much appreciated.

The grading scale for the course will be as follows: A: 94-100; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 60-66; F: Below 60.

PLAGIARISM POLICY: With the recent development of Internet sites that offer essays and papers, there has been a rash of cases of plagiarism in universities across the country. Obviously, you are expected to do your own work, and I am sure that you all will. Recent events compel me to mention, however, that if you are caught plagiarizing on one of the exams, you will (per Philosophy Department policy) have the case reported to your college's dean and automatically be given an F for the course. A statement of the Philosophy Department's plagiarism policy can be found at <http://chn.loyno.edu/philosophy/philosophy-department-policy-plagiarism>

ATTENDANCE POLICY: Anyone who misses 14 classes or more (barring very serious circumstances) will fail the course. This leaves a fair amount of room for missing class without penalty--keep in mind, though, that it is doubtful that you will be able to A) understand the readings or B) do well on the papers without regularly attending class.

CLASSROOM DECORUM: Any behavior that causes a distraction in the classroom (for example, chatting with your friends) is potential grounds for failure of the class. Chief among such obnoxious behavior is having a cell phone ring during class, or "texting." **TURN YOUR PHONES OFF.**

Goals and Objectives

Please consult the Department of Philosophy: Goals and Learning Objectives (<http://chn.loyno.edu/philosophy/department-philosophy-goals-and-learning-objectives>) for majors courses. This course has been designed to satisfy Goal 1, Objectives 2; Goal 2, Objectives 2-4; and Goal 4, objective 4 of the Major Courses: Goals and Learning Objectives.

Disability Statement

A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 112, Marquette Hall). A student wishing to receive test accommodations (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

Emergency Statement

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on Blackboard within 48 hours after cancellation. All students are required to sign on to Blackboard and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under "course materials". Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities> Additional emergency-planning information is also available - <http://academicaffairs.loyno.edu/emergency-planning>

Class Schedule

Introduction:

- Aug. 26--first day of class: go over syllabus, general introduction

Background Materials: Cartesianism, Materialism, and Phenomenology

- Aug. 28-Sept. 4--Descartes, Cartesian Dualism, and Materialism (Readings from Descartes, Elisabeth of Bohemia, and La Mettrie)

The Structure of Behavior

- Sept. 9--Introduction, SB 3-10
- Sept. 11-18--Pavlov's dog and Kohler's chicken; Atomistic v. Holistic views of behavior, SB 52-60, 105-106
- Sept. 25-Oct. 2--Higher behavior and the theory of "form," SB 124-128
 - ◆ **First Short Paper Assigned: Oct. 2**
 - ◆ **Last Day to have research paper meeting: Oct. 3**
 - ◆ **Mid-Term Exam: Oct. 7**

Phenomenology of Perception

- Oct. 9--What is phenomenology?
 - Oct. 14--NO CLASS (fall break)
- Oct. 16-30--Introduction; "Sensation" 3-12, "The Phenomenal Field" 52-65
- Nov. 4-13--Part I; "The Spatiality of One's Own Body and Motricity" 100-148
 - ◆ **First Short Paper Due: Nov. 6**
 - ◆ **Research Paper Draft Due: Nov. 7**
 - ◆ **Second Short Paper Assigned: Nov. 13**
- Nov. 18-25--Selections from Part II, pages TBA
 - Nov. 27--NO CLASS (Thanksgiving)

Phenomenology via Painting

- Dec. 2-3--"Cézanne's Doubt"
 - ◆ **Second Short Paper Due: Dec. 11**
 - ◆ **Final Exam: Dec. 11**
 - ◆ **Research Paper Due: Dec. 15**