

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

**PROPOSAL TITLE:** New Course: Knowledge & Reality II

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**CHECK APPROPRIATE:**  UNDERGRADUATE     GRADUATE    3 SEMESTER HOURS

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**SPONSOR(S):** H Cell, D Clawney

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**DEPARTMENT/TELEPHONE #**

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**CHECK ONE:**  COURSE     MINOR PROGRAM     CONCENTRATION     SPECIALIZATION  
 ACHIEVEMENT CERTIFICATE     CERTIFICATION PROGRAM     MAJOR PROGRAM

<p><b>Step #1 (Department)</b></p> <p><u>10/24/97</u> Approved (Date)</p> <p>Not Approved (Date)</p> <p><u>Dave Clawney</u> Dept. Curriculum Chr.</p> <p><u>10/24/97</u> Reviewed (Date)</p> <p><u>Dave Clawney</u> Dept. Chr.</p>	<p><b>Step #2 (Receipt)</b></p> <p>SCC# <u>97-98-230</u> <u>2-5-98</u></p> <p><u>2-5-98</u> Date Received Senate</p> <p>Senate Curriculum Chr.</p>	<p><b>Step #3 (School)</b></p> <p>Reviewed Date: <u>1/27/98</u></p> <p><input checked="" type="checkbox"/> Recommend to Approve  <input type="checkbox"/> Recommend NOT to Approve</p> <p>Forward for Open Hearing:  <input checked="" type="checkbox"/> WITHOUT Reservations  <input type="checkbox"/> WITH Reservations:</p> <p>Comments:</p> <p><u>Joe Wiltensburg</u> School Committee Chr.</p>
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**Step #4 (Academic Dean):**  Recommended     NOT Recommended     Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date: \_\_\_\_\_

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: \_\_\_\_\_ Approved by Curriculum Committee Date \_\_\_\_\_

Returned to Sponsor(s) for the following reason:

**Step #6 (Senate)** Date announced/voted on at Senate \_\_\_\_\_ If voted on:  Approved     NOT Approved

Forwarded to Executive Vice President/Provost \_\_\_\_\_

Senate Curriculum Committee chair Signature/Date: \_\_\_\_\_

Major Curricular Change  
New Course: Knowledge and Reality II  
Course Syllabus

Philosophy 1509.2XX  
Knowledge and Reality II  
3 s.h.

1. Details:

- A. Course Title: Knowledge and Reality II
- B. Sponsors: David Clowney and Howard Cell, Department of Philosophy and Religion
- C. Credit Hours: 3
- D. Course Level: Undergraduate (sophomore or above)
- E. Curricular Effect: This course is required for students in the philosophy track of the Philosophy and Religion Studies major. It will be a designated elective for those in the religion track, and for philosophy minors. Finally, it will be available to all students as a humanities elective.
- F. Prerequisites: none
- G. Implementation:
  - 1. Time of implementation. This course and its companion, Knowledge and Reality I, will replace our current "Survey of Western Philosophy" course in the fall of 1998, in connection with the beginning of our proposed major in Philosophy and Religion.
  - 2. Scale of implementation. Initially we will offer one section of this course each spring, and one section of its companion course, "Knowledge and Reality I", each fall. If there is sufficient demand we will offer more sections. If demand is less, we will offer the two courses in alternate years.
- H. Adequacy:

1. Staffing: All three full-time faculty members on the philosophy side of the department are qualified to teach this course.
2. Library facilities and holdings, and other relevant resources: The library's collection, including many titles ordered by the Philosophy and Religion Department over the past ten years, and supplemented by future additions, will continue to be adequate for this undergraduate course.
3. Space needs: One classroom with blackboards and seating for thirty-five students will be needed each semester.

## II. Rationale:

The discipline of philosophy may be approached by systematic attention to the various questions it raises, as well as by engagement with the various thinkers who have been prominent in its history. These two approaches complement one another, our faculty have often combined them when teaching such courses as Introduction to Philosophy and Introduction to Ethics. As we prepare to begin our proposed major in Philosophy and Religion Studies, we have felt the need to include more of the history of philosophy within the philosophy track. At the same time, we want to expose our students to the systematic study of epistemology and metaphysics, two of the essential sub-disciplines of philosophy. And we must limit the number of required philosophy courses to an essential core, to allow room for the interdisciplinary and applied focus courses that all majors will take. Our solution to this challenge is "Knowledge and Reality I & II", a two semester sequence in which particular issues in metaphysics and epistemology will be examined through the study of classic philosophical texts. While instructors will have some freedom in their choice of texts, the range of choices will be historically delimited. The first course will focus on ancient and medieval western philosophy, and the second on modern and contemporary western philosophy. At the option of the instructor, some Asian or other non-western philosophy may be included as supplementary material in both courses. However, the focus will be on western philosophy. Other philosophical traditions will receive focussed attention in other courses.

While students in the philosophy track of our major will be required to take these two courses, the course is not for majors alone. It will be valuable to other students as well. Epistemological and metaphysical issues lie at the heart of every academic discipline. Thus students in the humanities, the physical and social sciences, and in

the arts will be helped to think radically about their disciplines by taking either of these two courses.

No other courses now offered at Rowan cover the material that these two courses will cover. However, we have solicited comments from other faculty who wish to encourage their students to take them.

The study of philosophy develops students' abilities to speak and write effectively, and to think clearly, critically, and self-reflectively about what they know and how they know it. Students who take this course will read a variety of classic modern and contemporary philosophical texts. They will also attempt to engage in philosophy themselves. Given the broad applicability of this subject matter and the participatory and Socratic pedagogical methods that will frequently be used, this course will increase students' understanding of the complexity of philosophical issues, their relevance to various areas of study and undertakings, and contribute to their ability to partake in and respect the participation of others in free inquiry. While filling an important need for our majors and minors, the course is also appropriate for students at any level from sophomore to senior.

### III. Essence of the Course.

#### A. Objectives: Students will

- Become familiar with the thought of representative western philosophers from the modern and contemporary periods about concepts and questions central to the philosophical disciplines of metaphysics and epistemology, including what humans know, how we know it, what knowledge is and how knowledge claims can be justified, the nature of reality, the existence of God and the soul, time and space, mind and body, universals and particulars, and the like
- Grow in their ability to interpret and interact with classic philosophical texts and arguments
- Develop and refine their own views about the questions raised in the course

#### B. Course Content.

The course will typically include the following elements, not necessarily in this order:

- The reading of selected texts on metaphysics and epistemology by western philosophers from the modern and contemporary periods. (At the option of the instructor, texts from Asian and other philosophical traditions

may also be included, although these will never provide the main content of the course.)

-- Readings or lectures providing some sense of the historical development of philosophy in the west during modern and contemporary times.

-- Opportunities for students to do philosophy themselves by writing papers, engaging in class discussions, and developing their own arguments for philosophical positions.

-- Exploration of the relation of philosophy to such conditions of human existence as birth, death, sex, gender, race, class, and political power; and to such other human activities as science, religion and the arts.

#### C. Evaluation and Grading Procedures:

Student performance will be assessed by written examinations, class participation, in-class presentations, and individual or group projects. The particular mix of such devices will be at the discretion of the instructor.

#### D Course Evaluation:

This course will be reevaluated by the Philosophy/Religion department at least every other year. The review will take into account student evaluations of the course, reactions to the course from various other departments, and the views of the instructors who have taught the course. The purpose of this review will be to ensure that Knowledge and Reality II continues to meet the objectives of general education, of the Philosophy minor and projected Philosophy/Religion Studies major, of the college and of the course itself as specified above

#### IV. Results of Consultations:

V. Bibliography: Includes works from which class readings might be selected and resources for further student reading, as well as resources for faculty who plan and teach the course.

- Aune, Bruce, *Kant's Theory of Morals* (Princeton: Princeton University Press, 1979)
- Ayer, Alfred J., ed., *Logical Positivism* (New York: Free Press, 1959).
- Beck, Lewis White, *Eighteenth Century Philosophy* (New York: Macmillan, 1966)
- \_\_\_\_\_, *Studies in the Philosophy of Kant* (Indianapolis: Bobbs-Merrill, 1965)
- \_\_\_\_\_, *A Commentary on Kant's Critique of Practical Reason* (Chicago and London: University of Chicago Press, 1960)
- Bennet, Jonathon, *Locke, Berkeley, Hume: Central Themes* (Oxford: Clarendon Press, 1971)
- \_\_\_\_\_, *Kant's Analytic* (Cambridge and New York: Cambridge University Press, 1966)
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- Carre, Meyrick H, *Phases of Thought in England* (Oxford: Clarendon Press, 1949)
- Cassirer, Ernst, *Rousseau, Kant, Goethe* (Princeton: Princeton University Press, 1945)
- Cassirer, Ernst, *The Philosophy of the Enlightenment* (Princeton: Princeton University Press, 1951)
- Chisholm, Roderick, ed. *Realism and the Background of Phenomenology* (Glencoe, IL: Free Press, 1960)
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- Corrado, Michael, *The Analytic Tradition in Philosophy: Background and Issues* (Chicago: American Library Association, 1975)
- Cranston, M. & Richard S. Peters, eds. *Hobbes and Rousseau: A Collection of Critical Essays* (Garden city, NY: Doubleday Anchor, 1972)
- Davidson, Hugh *The Origins of Certainty: Means and Meanings in Pascal's Pensees* (Chicago and London: University of Chicago Press, 1979)
- Dewey, John, *Reconstruction in Philosophy* (Boston: Beacon Press, 1948, 1920).
- Dilworth, David, *Philosophy from a World Perspective* (New Haven: Yale University Press, 1989)
- Dunn, John, *The Political Thought of John Locke. A Historical Account of the Argument of the "Two Treatises on Government"* (Cambridge and New York: Cambridge University Press, 1969)
- Edwards, Paul, ed., *The Encyclopedia of Philosophy* (New York: Macmillan & Free Press, 1969)

- Findley, John N. *Hegel: A Re-examination* (New York: Macmillan; London: Allen and Unwin, 1958).
- Frankfurt, Harry, *Leibniz: A Collection of Critical Essays* (Garden City: Doubleday Anchor, 1972)
- French, Peter A., Theodore E Uehling, Jr., and Howard K. Wettstein, eds., *Midwest Studies in Philosophy*, vol 6, *The Foundations of Analytic Philosophy* (Minneapolis: University of Minnesota Press, 1981)
- Gadamer, Hans-Georg, *Hegel's Dialectic: Five Hermeneutical Studies* Tr. by P. Christopher Smith. (New Haven and London: Yale University Press, 1976)
- Gay, Peter, *The Enlightenment: An Interpretation* (New York: Alfred Knopf, 2 vols, 1966, 1969).
- Giene, Marjorie, *Philosophy In and Out of Europe* (Berkeley: University of California Press, 1976)
- Hacking, Ian, *The Emergence of Probability: A Philosophical Study of Early Ideas of Probability, Induction, and Statistical Inference* (Cambridge and London: Cambridge University Press, 1975)
- Hampshire, Stuart, *Spinoza* (Baltimore: Penguin, 1952).
- Hampshire, Stuart, *The Age of Reason: The Seventeenth Century Philosophers* (New York: Mentor, New American Library, 1956).
- Himmelfarb, Gertrude, *On Liberty and Liberalism: The Case of John Stuart Mill* (New York: Knopf, 1974)
- Jones, W T., *A History of Western Philosophy*. (New York: Harcourt Brace Jovanovich, 1970), vols. 3, 4 & 5, *Hobbes to Hume, Kant and the Nineteenth Century*, and *The Twentieth Century: Wittgenstein to Sartre*.
- Kenny, Anthony, *Descartes: A Study of his Philosophy* (New York: Random House, 1968)
- Kenny, Anthony, *Rationality, Empiricism and Idealism* (Oxford: Clarendon Press, 1986).
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- Lowith, Karl *From Hegel to Nietzsche: The Revolution in Nineteenth Century Thought* (David E. Green, trans.; New York: Holt, Rinehart, Winston, 1964)
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- Oakeshott, Michael, *Hobbes on Civil Association* (Berkeley: University of California Press, 1975).
- Palmer, Donald, *Looking at Philosophy: The Unbearable Heaviness of Philosophy Made Lighter* (Mountain View, CA: 1994, 1988, Mayfield)

Popkin, Richard, *The History of Skepticism from Erasmus to Spinoza* (Berkeley and London: University of California Press, 1979 (1960))

Quine, Willard Van Orman, Word and Object  
\_\_\_\_\_, From a Logical Point of View

Ree, Jonathon; Michael Ayers; and Adam Westoby *Philosophy and Its Past* (Hassocks, Sussex: Harvester Press, 1978).

Rockmore, Tom, *Fichte, Marx, and the German Philosophical Tradition* (Carbondale: Southern Illinois University Press; London: Feffer and Simons, 1980)

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Solomon, Robert, *Continental Philosophy from 1750: The Rise and Fall of the Self* (New York: Oxford University Press, 1988).

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Westphal, Merold, *History and Truth in Hegel's "Phenomenology"* (Atlantic Highlands, NJ: Humanities Press, 1979)

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Wilson, Margaret, *Descartes* (London and Boston: Routledge and Kegan Paul, 1978).

Wolterstorff, Nicholas. *On Universals* (Chicago & London: University of Chicago Press, 1970)

Catalog Description  
New Course: Knowledge and Reality II  
1509.2??

This course addresses questions about the nature of reality, and the nature and possibility of knowledge, through the examination of selected texts by modern and contemporary philosophers.