

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

PROPOSAL TITLE: New Course: Knowledge & Reality I

CHECK APPROPRIATE:  UNDERGRADUATE     GRADUATE    3 SEMESTER HOURS

SPONSOR(S): H Cell, D Clancy

DEPARTMENT/TELEPHONE # \_\_\_\_\_

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) ____ Not Approved (Date)</p> <p><u>David Clancy</u> Dept. Curriculum Chr.</p> <p><u>10/24/97</u> Reviewed (Date) <u>David Clancy</u> Dept. Chr.</p>	<p><b>Step #2 (Receipt)</b></p> <p>SCC# <u>97-98-231</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>1/28/98</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: <u>Jay Heltenburg</u> School Committee Chr</p>
---	--	---

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 I  
Course Syllabus

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

1. Details:

- A. Course Title: Knowledge and Reality I
- 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 II, 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 fall, and one section of its companion course, "Knowledge and Reality II", each spring. 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 philosophical texts from ancient and medieval and renaissance times; 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 ancient, medieval and renaissance periods about concepts and questions central to the philosophical disciplines of metaphysics and epistemology, including what humans can know, how we know it, what knowledge is, how knowledge claims are 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 from the past

-- 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 by western philosophers from the ancient, medieval, and renaissance 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 from ancient times through the renaissance.

-- 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 I 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: Entries include works from which class readings might be selected, works recommended for further study by students, and resources for the use of faculty who plan and teach the course.

The Cambridge History of Renaissance Philosophy (Cambridge; New York: Cambridge University Press, 1988)

Armstrong, A.H., The Cambridge History of Later Greek and Early Medieval Philosophy. (London: Cambridge University Press, 1967)

Audi, Robert, ed., The Cambridge Dictionary of Philosophy. (New York: Cambridge University Press, 1995)

Cassirer, Ernst, The Individual and the Cosmos in Renaissance Philosophy (Harper Torchbooks, Academy Library. Philadelphia: University of PA Press, 1972)

Colish, Marcia, The Stoic Tradition from Antiquity to the early Middle Ages. (Leiden: E.J. Brill, 1985)

Copenhaver, B.P., A History of Western Philosophy (Oxford, New York: Oxford University Press, 1992)

De Santillana, Giorgio, The Age of Adventure. The Renaissance Philosophers (The Mentor Philosophers, New York: New American Library, 1956)

Dupre, Louis K., Passage to Modernity. An Essay in the Hermeneutics of Nature and Culture (New Haven: Yale University Press, 1993)

Edwards, Paul, ed., The Encyclopedia of Philosophy (New York: Macmillan & Free Press, 1969)

Frede, Michael, Essays in Ancient Philosophy (Minneapolis: University of Wisconsin Press, 1987)

Furley, David J., Studies in Presocratic Philosophy (

Gersh, Stephen, Middle Platonism and NeoPlatonism: the Latin Tradition (Notre Dame: University of Notre Dame Press, 1986)

Husik, Isaac, A History of Medieval Jewish Philosophy (NY: Athenaeum, 1969)

Hussey, Edward, The Presocratics. (New York: Scribners, 1972)

- Irwin, Terrence, Classical Thought (Oxford; New York: Oxford University Press, 1989)
- Jones, W.T., A History of Western Philosophy (New York: Harcourt Brace Jovanovich, 1970), vols. 1 & 2, The Classical Mind and The Medieval Mind.
- Long, A.A., The Hellenistic Philosophers (London: Cambridge University Press, 1987)
- Lerner, Ralph, Medieval Philosophy
- Maziarz, Edward, Greek Mathematical Philosophy (NY: Ungar, 1968)
- Palmer, Donald, Looking at Philosophy: The Unbearable Heaviness of Philosophy Made Lighter, Second Edition (Mountain View, CA: Mayfield, 1994, 1988)
- Tuana, Nancy, Woman and the History of Philosophy. (New York: Paragon House, 1992).
- Weinberg, Julius R. A Short History of Medieval Philosophy (Princeton, NJ: Princeton University Press, 1964)

Catalog Description

New Course: Knowledge and Reality I

1509.2XX

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