

Curriculum Proposal Cover Sheet - University-Wide Undergraduates

Proposed by: [Name]

Philosophy

Phone: 951-941-2311

Check all appropriate boxes and complete all items.

Item	Yes	No
1. The proposed course is a new course.	<input type="checkbox"/>	<input type="checkbox"/>
2. The proposed course is a new section of an existing course.	<input type="checkbox"/>	<input type="checkbox"/>
3. The proposed course is a new section of an existing course with a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>
4. The proposed course is a new section of an existing course with a new title.	<input type="checkbox"/>	<input type="checkbox"/>
5. The proposed course is a new section of an existing course with a new description.	<input type="checkbox"/>	<input type="checkbox"/>
6. The proposed course is a new section of an existing course with a new instructor and a new title.	<input type="checkbox"/>	<input type="checkbox"/>
7. The proposed course is a new section of an existing course with a new instructor and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
8. The proposed course is a new section of an existing course with a new instructor, a new title, and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
9. The proposed course is a new section of an existing course with a new title and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
10. The proposed course is a new section of an existing course with a new title and a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>
11. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>
12. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title.	<input type="checkbox"/>	<input type="checkbox"/>
13. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
14. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>
15. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title.	<input type="checkbox"/>	<input type="checkbox"/>
16. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
17. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description, and a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>
18. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title.	<input type="checkbox"/>	<input type="checkbox"/>
19. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description.	<input type="checkbox"/>	<input type="checkbox"/>
20. The proposed course is a new section of an existing course with a new title, a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description, and a new instructor, and a new title, and a new description, and a new instructor.	<input type="checkbox"/>	<input type="checkbox"/>

1. Proposed Course Syllabus

I. Catalog Description

PHIL 323: Political Philosophy

3c-01-3cr

Prerequisites: none

An inquiry into the philosophical concepts underlying the major political theories from ancient

Greece to the modern era. Emphasizes major authors and texts to demonstrate a continuum of ideas and their modifications, replacement, and revival, as well as novel political ideas. Possible

Objective 2:

Describe the main theories and debates in contemporary political philosophy.

Expected Undergraduate Learning Outcome 1:

Informed Learners

Rationale:

Writing assignments will require students to describe the three most influential political theories in contemporary political thought: communism, liberal equality (i.e. the sort of liberal democratic political system advocated by John Rawls), and libertarianism.

Objective 3:

Describe important critiques of the main theories in contemporary political philosophy.

Expected Undergraduate Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

The objective specifically meets the Informed and Responsible Learners Outcomes as a Global Citizenship elective given that writing assignments will require students to describe critiques of mainstream Anglo-American work in political philosophy from the perspective of women and racial and ethnic minorities. In so doing, students will come to recognize enduring problems of social injustice endemic to our current political structure.

Objective 4:

Rationale:

Writing assignments will require students to critically evaluate philosophical arguments

- 2) Contemporary Asian political philosophy
- 3) Middle Eastern political philosophy
- 4) Latin American political philosophy

Culminating Activity (2 hours)

Open discussion of term papers

IV. Evaluation methods:

Evaluation methods may vary. The following is a sample evaluation method:

3 short (750 words) essays, equally weighted: 30%

Final draft of term paper (3000 words): 35%

Abstract for term paper: 5%

Rough draft of term paper: 5%

Peer editing of term paper: 5%

Class participation: 10%

Class Participation: Active participation during class sessions will count towards 10% of the final grade. Participation will be assessed in terms of attendance and student contributions to in-class discussions.

V. Grading Scale

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

VII. Required Textbooks, Supplemental Books and Readings.

Examples of current textbooks:

Cahn, Steven M. (2010). *Political Philosophy: The Essential Texts*. New York: Oxford University Press.

Rosen. Michael and Jonathan Wolff (1999). *Political Thought (Oxford Reader)*. New

York: Oxford University Press.

Examples of supplemental books:

- Butterworth, Charles E., ed. (1992). *The Political Aspects of Islamic Philosophy*. Cambridge, MA: Harvard CMES.
- Christman, John and Joel Anderson, eds. (2005). *Autonomy and Challenges to Liberalism*. Cambridge: Cambridge University Press.
- Cooper, J. M., ed., with D.S. Hutchinson (assoc. ed.) (1997). *Plato: Complete Works*. Indianapolis: Hackett.
- Dworkin, Gerald (1988). *The Theory and Practice of Autonomy*, Cambridge: Cambridge University Press.
- Elster, Jon (1985). *Making Sense of Marx*. Cambridge: Cambridge University Press.
- Farquharson, A.S.L., ed. (2008). *The Meditations of Marcus Aurelius Antoninus*. Oxford: Oxford University Press.
- Foucault, Michel (1980). *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*, Colin Gordon, ed. New York: Random House.
- Gagarin, M. and P. Woodruff, eds. (1995). *Early Greek Political Thought from Homer to the Sophists*, Cambridge: Cambridge University Press.
- Gaus, Gerald F. (2003). *Contemporary Theories of Liberalism: Public Reason as a Post-Enlightenment Project*. London: Sage Publications Ltd

Gyekye Kwame (1997) *Tradition and Modernity: Philosophical Reflections on the African*

Experience. New York and Oxford: Oxford University Press.

Habermas, Jürgen (2001). *The Postnational Constellation: Political Essays*. Cambridge, MA: MIT Press.

Hampton, Jean (1986). *Hobbes and the Social Contract Tradition*. Cambridge: Cambridge University Press.

Held Virginia (1995) *Justice and Care: essential readings in feminist ethics*. Boulder

Marx, Karl (2000). *Karl Marx: Selected Writings*, 2nd edition, David McLellan (ed.). Oxford: Oxford University Press.

Menkiti, Ifeanyi A. (1984). "Person and Community in African Traditional Thought," in Richard A. Wright (ed.), *African Philosophy: An Introduction*, 3rd edition, Lanham, Maryland: University Press of America.

Mill, John Stuart (1963). *Collected Works of John Stuart Mill*, J. M. Robson (ed.), Toronto: University of Toronto Press.

Okin, Susan Moller (1979). *Women in Western political thought*. Princeton, N.J.: Princeton University Press.

Okin, Susan Moller, Joshua Cohen, Matthew Hayward, and Martha Crenshaw (2000)

Short Paper

Length and format: Minimum of 750 words, double-spaced, normal font and margins (e.g. 12 point Times New Roman with 1-inch margins)

Topic: You will be provided with a list of questions that can serve as topics for the paper. You can pick a topic that lies outside the suggested topics. If you choose the latter route, you should consult with the instructor to make sure that your topic is acceptable.

Suggested Topics/Questions:

- 1.) Why does Wolff think that there is fundamental conflict between autonomy and state authority? Why doesn't he think that any form of democracy is capable of solving this problem?
- 2.) Explain the key differences between Held's conception of the "mothering person" and

what she calls "economic man." Why does Held think that considering political philosophy from her perspective would undermine the dominance of the social contract approach?

- 3.) Why does Wiredu think that majoritarian democracies violate the basic human right of political representation? How does he think a consensus democracy modeled on traditional Akan political practice can solve this problem?
- 4.) Compare and contrast Wiredu's and Wolff's critiques of various forms of democracy

-
- 5.) What is the relationship between knowledge and power for Foucault? What sort of political action would his views call for?

General stylistic guidelines:

1. Imagine that you are writing this paper to explain some of the key ideas discussed in class

commonly expected. You are also encouraged to use concrete examples to clarify difficult and abstract concepts.

Specific criteria to be considered when grading the papers:

1.) **Demonstration of knowledge of the key ideas.** As mentioned above, this is really the most important criteria. Does the paper demonstrate that you understand and can explain the key ideas that we have discussed?

2.) **Use of specific textual references to support claims.** You can just use the parenthetical citation method I use in my notes—using PP (standing for the textbook) and the page number. For the electronic articles posted on Moodle, you can use the page numbers in those documents. Try to avoid lengthy direct quotations of the text unless you think it is absolutely essential. For the purpose of these shorter papers, referring to a particular

passage by number is sufficient.

3.) **Organization of the paper.** Even though this paper is short and probably does not require a substantial introduction and conclusion like a longer paper would, this paper should still

D papers generally:

- Demonstrate minimal understanding of the issue under discussion.
- Completely lack textual citations to support claims.
- Contain frequent typographical, grammatical, and spelling errors.
- Demonstrate a lack of effort on the part of the student (e.g. papers somewhat shorter than minimum word requirements).

shorter than minimum word requirements).

- Make use of material found online that is simply cut and pasted into the document.
- Fail to properly cite quoted material. (Serious failures will trigger an investigation into whether standards of academic honesty were violated).

2. Summary of Proposed Revisions

Liberal Studies Course Approval General Information

1. This is not a multiple-section course. Faculty members teaching the course will rely on the syllabus of record and regular meetings to ensure similarity in course objectives, content, and evaluation methods. This is a practice we already have in place to ensure a high degree of

uniformity across faculty, while still giving faculty room to tailor the course as they see fit.

2. Assigned readings will include articles on topics concerning the relevance of race and gender

to political philosophy, including articles written by female philosophers and philosophers from ethnic minorities

3. Each of the textbooks above is an anthology of primary source material, both classical and

Checklist for Liberal Studies Electives Course Proposals

1. Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
2. Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iun.edu/senate/iwucc/default.aspx>)
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in IWUCC Handbook) map to the three required Liberal Studies

Electives Expected Undergraduate Student Learning Outcomes (EUSLOs):
Informed Learners (I), Empowered Learners (II), and Responsible (III)
Learners.

Course content meets the required course content for a Liberal Studies

Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements

Competencies - All Liberal Studies Electives must meet the EUSLOs and

approval
11/8/20

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only	
Number	_____
Action	_____
Date	_____

UWUCC Use Only	
Number	_____
Action	_____
Date	_____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 323 Political Philosophy

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)

*Note slightly revised catalogue description.

III. APPROVALS

Department Curriculum Committee

Department Chairperson

College Curriculum Committee

College Dean*

Director of Liberal Studies

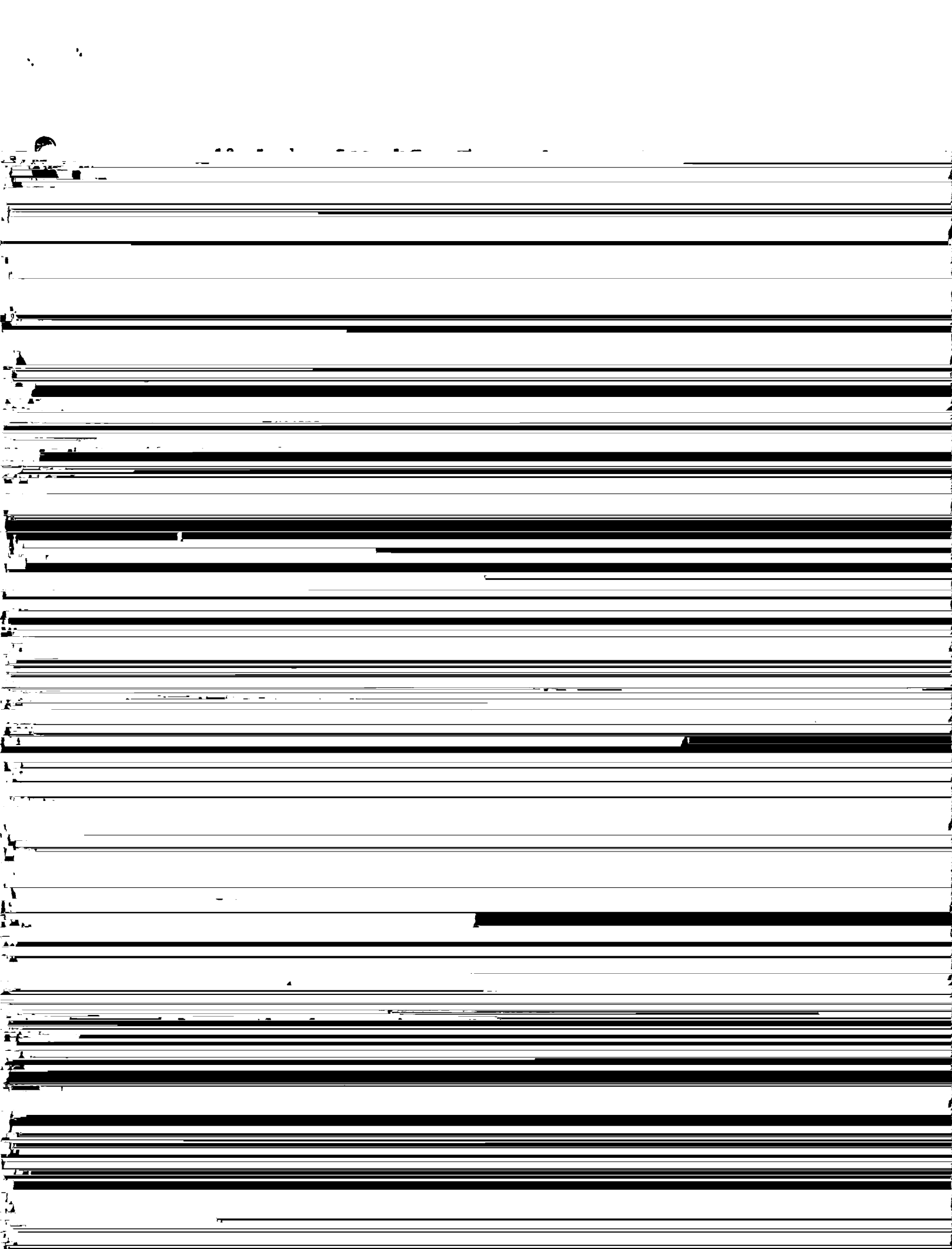
Provost

GENERIC SYLLABUS

I. Catalogue Description

3 Lecture Hours

An inquiry into the philosophical concepts underlying the major



Sigmund Freud, Civilization and Its Discontents
G.W.F. Hegel, Philosophy of Right

Immanuel Kant, Perpetual Peace
John Locke, Second Treatise on Government
Machiavelli, The Prince
Herbert Marcuse, Eros and Civilization
Karl Marx, Economic and Philosophical Manuscripts of 1844

Plato, Republic, Laws
Rousseau, Jean-Jacques, The Social Contract, Discourses

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies

[This section contains a series of horizontal lines for writing, but the text is mostly illegible due to heavy scanning artifacts and noise.]

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

might assume "historical consciousness" and "acquiring a body of knowledge" as its

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR
LIBERAL STUDIES? Please attach answers to these questions.**

[The form contains multiple horizontal lines for writing, but the content is obscured by heavy black redaction bars.]

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.

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 coverage of lists of topics

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and

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

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

PART II. Liberal Studies Goals:

A.1 Students are introduced to a variety of political theories through presentation of main concepts, analysis and logical implications of ideas, and the consistency of theory and theory and practice. At the same time, political choices must be

made, and this requires a clear and critical view of any position adopted, its political and ethical consequences, its consistency with respect to future action, and its impact on others who will

not share the same political view. While political action necessitates compromise, political principles limit this. The student would be introduced to the debate between those who

D. Certain Collateral Skills:

1. Use of the Library through assigned readings, but especially research for term projects.

PART III. General Criteria

A. Basic equivalency of all sections of this course would be assured by the following process. All instructors who have taught this course during the previous academic year and summer or intend to teach the course 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 or not they are adequately meeting the specific goals and criteria approved for this course and outline herein. Any problems or conflicts would be brought to the attention of the entire department for resolution.

B. The study of political thought leads itself to consideration of questions of minorities and gender. Introduction of such material can be accomplished through instructor commentary

inclusive/exclusive implications of such concepts as voting, property rights, societal roles, legal and political language, etc.

C. Most readings are primary sources. Some are anthologies containing articles and/or selections by major philosophers. Required readings will include at least one booklength work by a major philosopher. Examples of booklength works: Plato: Republic

E.5 The political world is a world in which the student must continually live. The course would indicate this in terms of the consequences of political ideas and how they have shaped political reality. The student would be presented with an expansive, rather than restrictive view of political thinking.

E.6 Parallels can be drawn between past and present both in terms of theory and practice.

PART IV Curriculum Category