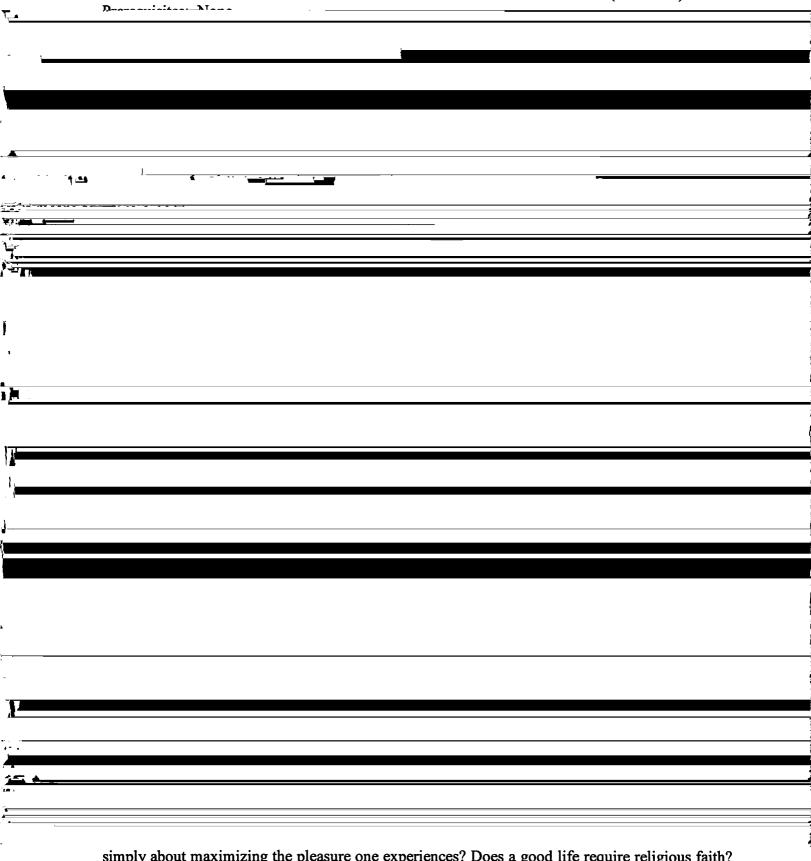


Syllabus of Record: PHIL 240: Philosophy and the Good Life

I. Catalog Description

PHIL 240: Philosophy and the Good Life 3 class hours, 0 lab hours, 3 credits (3c-01-3cr)



Objective 3:

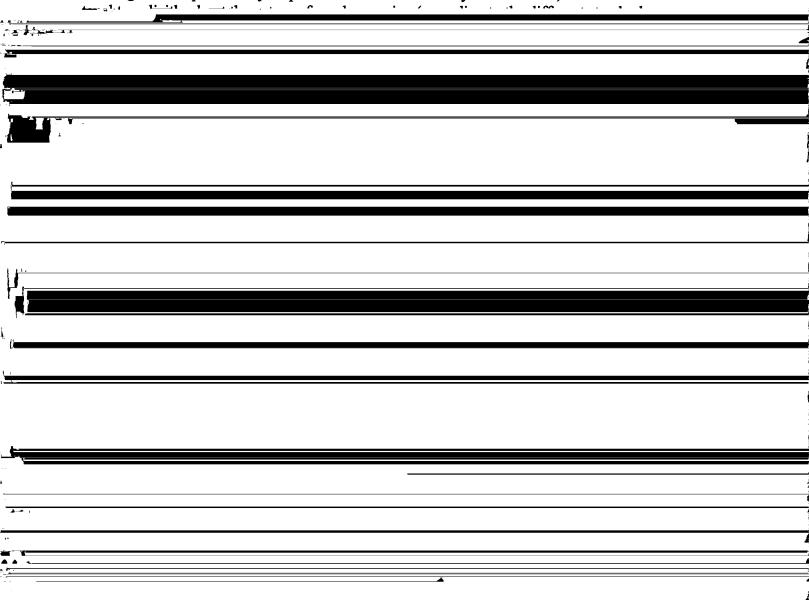
Analyze diverse conceptions of the good life and articulate their own conception of the good life.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale:

Short writings assignments (and where possible, exam questions) will require students to defend their own positions and raise objections to views they disagree with. This will be in service of enhancing critical thinking skills, which is the hallmark of philosophy. The focus on critical thinking skills is particularly emphasized in our introductory level courses, where students are



appropriate to what kind of argument is being used) and how to assess such reasoning/arguments. (EUSLO 2)

This course combines theoretical and practical concerns about how one should act and what type of person one should strive to be. Writing assignments and class discussions will get students to evaluate various understandings of the good life and lead them to reflect on, and perhaps revise, their own conceptions of the good life. (EUSLO 3)

III. Sample Course Outline

c. Pojman and James i. Pragmatic benefits of Christian belief	
IU. Eriotantialist views	ידי רביין (איטונגל) לי
Nietzsche a. Creation of oneself and one's values	
 2. De Beauvoir a. Creation of oneself and one's values while still maintain others 3. Camus 	ning moral respect for
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Exam 2	(1 Hour) [28]
 IV. Social interaction and the good life 1. Rousseau a. Society and education as impediments to happiness 2. Russell a. Importance of external activities for happiness 3. Noddings 	(4 Hours) [32]
a. Caring for others	
 V. Work and the good life 1. Marx a. Alienated labor in the modern, capitalist era 2. Schlick a. Importance of play (intrinsically enjoyable activities) 	(4 Hours) [36]

IV. Evaluation Methods

Final Exam

Evaluation methods will vary among instructors. A sample Evaluation Methods follows for the syllabus above:

(6 Hours) [42]

(2 Hours)

Short in along writings and quizzes: 100

VI. Current philosophical and empirical research on happiness

VII.	Possible	Required	and Sup	plemental	Texts:

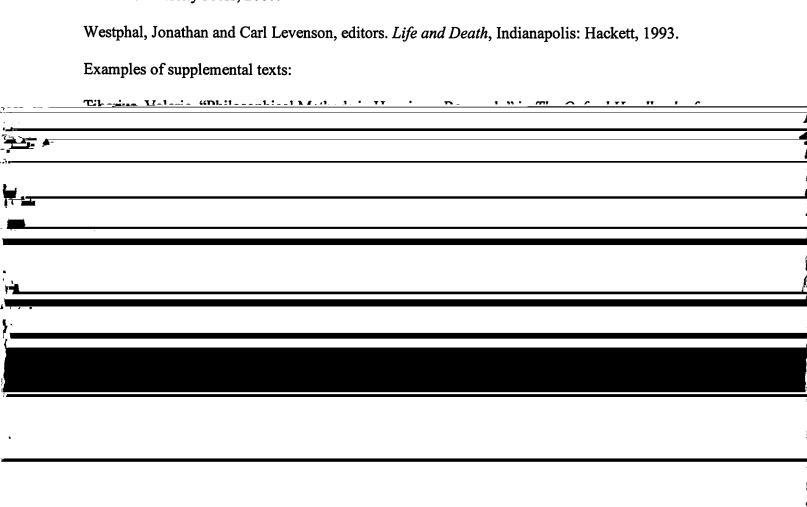
Example	s of re	quired	texts:
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Cahn, Steven M. and Christine Vitrano, editors. *Happiness: Classic and Contemporary Readings in Philosophy*, Oxford: Oxford University Press, 2007.

Guignon, Charles, editor. The Good Life, Indianapolis: Hackett Publishing, 1999.

Klemke_F.D. and Steven Cahn editors The Meaning of Life: A Reader Oxford Oxford

University Press, 2007.



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	Cahn, Steven M. and Christine Vitrano, editors. <i>Happiness: Classic and Contemporary Readings in Philosophy</i> , Oxford: Oxford University Press, 2007.
	Camus, Albert. The Myth of Sisyphus and Other Essays, New York: Vintage, 1991.
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Plato. Republic, translated by C.D.C. Reeve, Indianapolis: Hackett, 2004. Raugepan Jean-Jacone Fmila Or On Education translated by Allen Bloom New York Rasin Russell, Bertrand. The Conquest of Happiness, New York: Routledge, 2012. Slinearland Educard Confining Analasta Indianamalia Harbett 2002

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	good life. - Clearly demonstrate the ability to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles. Choice of a clearly relevant and fitting pages article/report	
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	B papers generally meet the following criteria: - Demonstrate a basic understanding of the chosen philosophical view(s) of the good life - Demonstrate a basic ability to make connections between abstract philosophical conceptions of the good life and current, concrete examples of certain lifestyles. - Choice of a clearly relevant and fitting news article/report.	

- Are well-written, with only a few writing mistakes.

C papers generally:

- Are not clearly organized.

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Santana a anno .	1. Typically there will be several sections offered per academic year, with different faculty
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·-	and discussions about the goals of our lower-level, introductory type courses, we will be able to ensure that a similar range of topics are being taught, and that all who teach this class will share
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COURSE ANALYSIS OURSTIONNAIDE

A. Details of the Course

- A1. The course will be open to all IUP students.
- A2. This course does not require changes in any existing Philosophy department courses.
- A3. This course has not been offered on a trial basis.
- 44 Thin is not p dual level course
- A5. This course may not be taken for variable credit.
- A6. Philosophy departments around the country are starting to offer courses like this one with increasing frequency, presumably in order to highlight the continued practical relevance of philosophy. The following are representative:
- St. Louis University: Philosophy 335: Philosophy and the Good Life http://www.slu.edu/department-of-philosophy/undergraduate-program/course-offerings

	http://www.slu.edu/department-of-philosophy/u	undergraduate-program/course-offerings	
	Haverford College: Philosophy 109: Philosophy	y and the Good Life	
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C1. The department can work this course into its rotation of courses. In semesters when 1-3 sections of PHIL 240 are taught, 1-3 fewer sections of PHIL 100 will be taught. C2. No additional space, equipment, supplies, or library materials are needed. C3. None of the resources for this course are based on a grant. C4. The course will usually be offered one semester per academic year. C5. We expect to offer between one and three sections each semester the course is offered. approximately 55 students.

C7. The American Philosophical Association does not recommend maximum enrollments for

C8. This is not being offered as a distance education course.

this type of course.