LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if		
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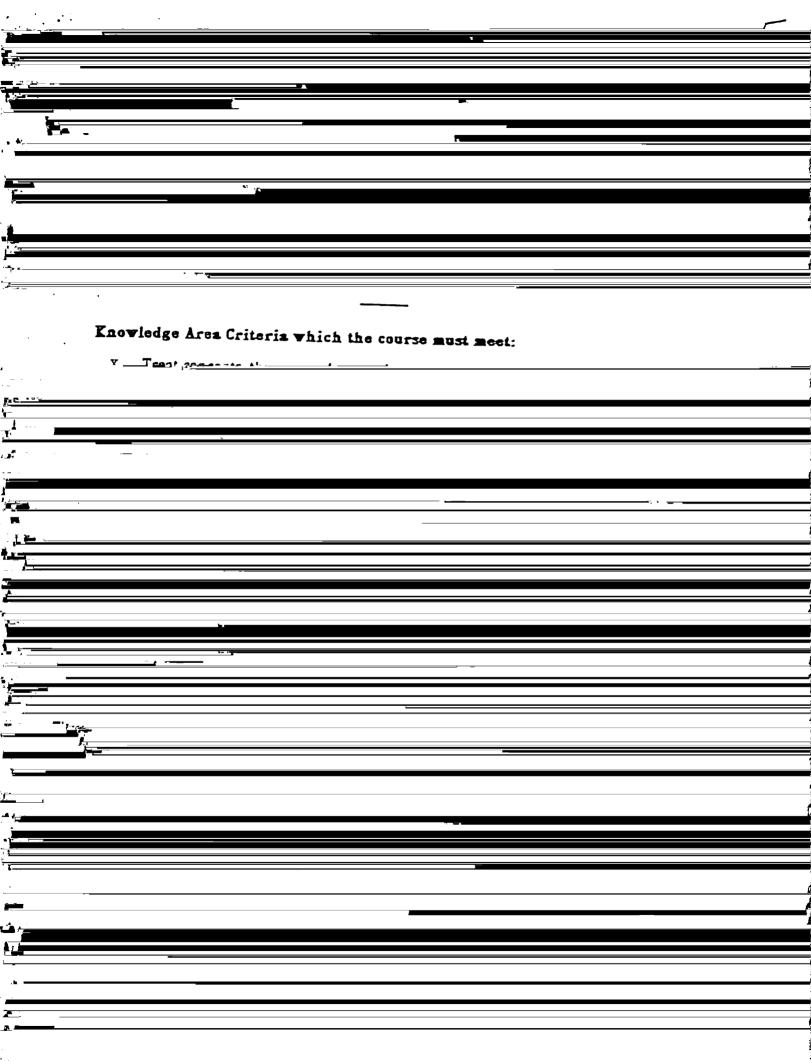
Liberal Studies Form -- 2

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 them to be primary or secondary goals of the course. [For example, a history course this course "historical conscious com" and "course them to be primary or secondary goals of the course.

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 be able to students' abilities.	
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	X 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.	ļ
	X 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices	
	X 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.	
	X 4. Recognize creativity and engage in creative thinking	
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4	X 5. Continue learning even after the completion of their formal education.	
	X 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.	
	PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?	· · · · ·
	Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which was convenient.	<u>-</u>



Liberal Studies Form: Explanations

Part II

A. Intellectual Skills and Modes of Thinking
Students will not only associate ideas with people but
will study the reasons philosophers use to justify
their positions as well as weaknesses that become
apparent in their thinking as they are criticized by
subsequent philosophers who pick up the trail of their
predecessors. Students will study various dimensions
of a philosopher's thought including where appropriate

good, etc. Students will become more deeply aware of the philosophical side of the contemporary scene, i.e.

of the Human Condition, Poetic-Epic-Tragic: the Literary Genre Morality within the Life and Social World: Interdisciplinary Phenomenology of the Authentic Life in the "Moral Sense" Lectures on Philosophy

6. Weil, Simone, The Simone Weil Reader: Ed. George Panachas

The course will include the perspectives and contributions of ethnic and racial minorities and women wherever appropriate. This will be done on several <u>| erre</u>lc First through thouse of noncoviat

language. Second, through the inclusion of readings by women and minorities. Third, through references to and discussions of their perspectives and contributions.

C. Required Readings - See syllabus for Representative This is at the discretion of the individual

instructor.

Philosophy Criteria

В.

- Creative thinking emerges in exploring the range 4. of possibilities surrounding a philosopher's thought or by way of imaginative variations or "what if" situations to test ideas.
- Philosophy is characterized by increasing maturity 5. in dealing with issues rather than solving them once and for all.
- 6. Course is set in the 20th century.

Part IV. Specific Criteria for the Curriculum Category

- Α. Knowledge Area See Checklist. Explanations are self-evident. Not Reguired

Explanations are self-evident.

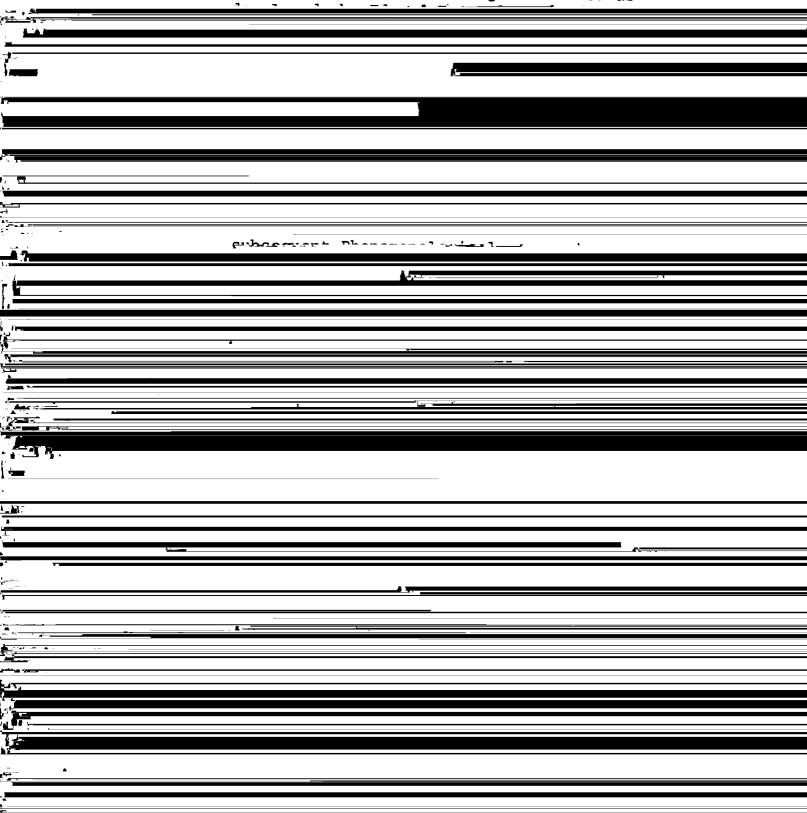
C. Elective Criteria oral Critori<u>a w</u>hich apply to all ..

Liberal Studies Courses." It is not a technical, professional or pre-professional course.

Course Syllabus

I. Catalogue Description

PH 326 Phenomenology and Existentialism
A study of the Phenomenological method as



- B. Edmund Husserl and Phenomenology
 - (1) descriptive phenomenology (Logical Investigations)
 - (2) philosophy as a rigorous science
 - (3) <u>Ideas</u>: the natural standpoint; eidetic reduction; <u>noesis-noema: fact and essence ideation</u>

evidence; intentionally; constitution

- (4) the move to transcendental idealism
- (5) the problem of the Lebenswelt
- C. Martin Heidegger
 - (1) The Being question
 - (2) Analysis of <u>Sein und Zeit</u>: Dasein; world; transcendence; ontic-ontological; destruction of metaphysics; Heidegger's conception of phenomenology; in-der-Welt-sein; truth as aletheia
 - (3) Heidegger's critique of science
 - (4) the reserval and the latter Weidenners nhilosophic and

poetry

- D. Maurice Merleau-Ponty
 - (1) Merleau-Ponty's phenomenology
 - (2) Merleau-Ponty's on Perception: a new conception of consciousness; denial of reductionism and dualism; the notion of the body-subject
- E. Existentialism
 - (1) historical relation to Kierkegaard, Nietzsche and Dostoevski

IV. Evaluation Methods

Actual methods will vary from instructor to instructor. But in order to fulfill the composition requirement in the Elective section faculty members will require either a paper or give some essay segments on their tests.

2. three tests - 25 points each

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V. Texts

*Kierkegaard, Philosophical Fragments, Princeton Concept of Irony, Harper and Row Concluding Unscientific Postscript, Princeton Either/or, Anchor Doubleday Fear and Trembling and the Sickness Unto Death, Anchor Books (Doubleday)

Mystery of Being Vol. 1, 2, Gateway Homo Viator, Gateway

Being and Having, Beacon

Primacy of Perception, Northwestern Prose of the World, Northwestern Humanism and Terror, Beacon Phenomenology of Perception, Humanities Press Structure of Behavior, Beacon