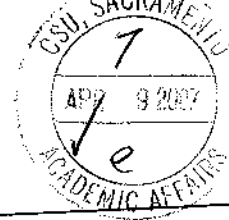




SACRAMENTO STATE

Course Change Proposal Form A



Academic Group (College): Arts and Letters	Academic Organization (Department): Philosophy	Date: February 22, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Thomas Pyne	Submitted by: Gale Justin
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2008

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

This Catalog Number (course number) is being replaced:

Change from:	Units: 3
Subject Area (prefix) & Catalog No. (course no.):	Title:

Change to:	Units: 3
Subject Area (prefix) & Catalog No. (course no.): PHIL 190A	Title: Seminar: Aristotle

JUSTIFICATION:
PHIL 190A: The Philosophy Department offers a number of classes in the 190 series that focus on different philosophers who have made important contributions to the discipline. Aristotle is among the most important philosophers in the history of western philosophy. An Aristotle seminar is a standard offering in any high quality program. By studying Aristotle, students will be able to better understand many other important philosophers, themes, and ideas in the philosophy of science. Majors preparing for graduate study are greatly benefited by experience with an intensive seminar, including the writing of a seminar paper. A 190-level course is required in the Applied Ethics and Law Concentration.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

PHIL 190A: This course introduced the student to some of the main theories of Aristotle in metaphysics, theory of knowledge, and ethics. The course will inquire into the role of Aristotle's essentialism in his account of the fundamental things that are, the connection between data of the senses and knowledge of first principles in Aristotle's theory of scientific inquiry, and some of the key concepts that are presupposed by Aristotle's view of human agency, including change, potentiality and actuality, virtue and happiness.

Note:

Prerequisite: **6 units in philosophy or instructor permission.**

Corequisite:

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Seminar	Title for SIS+/CMS (not more than 30 characters): Seminar: Aristotle
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? Once

Can the course be taken for Credit more than once during the same term? Yes ___ No ___

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/aca/example.htm>

Students will be able to:

1. understand Aristotle's main theories in the areas of metaphysics, theory of knowledge, and ethics
2. maintain and defend a position on the merits of these theories
3. develop a reasoned position on criticisms of some of the key points of the theory
4. write a seminar paper that deals in depth with an Aristotelian doctrine that is treated in the course

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- the depth and sophistication of their understanding of the relevant readings and discussion materials as measured by class presentations and written work, including the seminar paper
- contributions to discussion in seminar
- use of secondary sources
- quality and sophistication of the argument in their paper
- quality of finished paper, in particular, incorporating criticisms and recommendations into the final draft

For whom is this course being developed?

Majors in the Dept X Majors of other Depts ___ Minors in the Dept X General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X

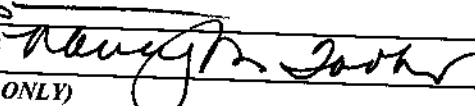
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Department Chair:	Date
College Dean or Associate Dean: 	3/12/07
CPSP (for school personnel courses ONLY)	4-4-07
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department Philosophy Effective Date Fall 2007

Proposed Course Number PHIL190A Course Name Aristotle

Contact Person Chair Instructor Gale Justin

Projected Enrollment 20 Units of Credit 3

Has the course been offered before? No If yes, under what number?

Suggested Course Classification C5 Unit distribution: lecture lab activity

List the prerequisite(s) for the proposed course.

6 units of philosophy or instructor permission

For which students or programs is the course designated?

- Majors in the department
- Minors in the department
- Majors of other departments (e.g., An A&L course designed for Business Administration majors)
- General Service
- Other (specify)

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes No

Method of Presentation:

- Lecture Lecture/Activity Lecture/Discussion Lecture/Laboratory
- Activity Laboratory Seminar Films and/or other visuals
- Performance other (specify)

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1. PHIL 190P 3. PHIL 190M

2. PHIL 190K 4.

Can the course be implemented within the existing departmental allocation?

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation?

1. Will you be giving up another course to make room for the proposed course?

No

2. What course(s) could you alternate in the schedule with the proposed course?

PHIL 190P, PHIL 190K, PHIL 190M

3. How often would you schedule the proposed course?

Once every two or three years.

4. What full-time faculty can teach the course? What other course would they give up in order to teach it?

Professors Justin (PHIL 4) and Pyne (PHIL 131)

5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

None. Only impact will be to increase variety of seminars in department.

List the objectives/goals/expected learning outcomes.

1. Understanding of Aristotle's main theories in metaphysics, theory of knowledge, and ethics;
2. Ability to maintain and defend positions on the merits of these theories;
3. Ability to develop a reasoned position on criticisms of some key points of the theories;
4. Writing a seminar paper dealing in some depth with a topic in Aristotle's philosophy.

What student assessment tools will be used? (*e.g., exams, papers, portfolios.*)

Evaluation of understanding of the readings as demonstrated in exams;

Evaluation of developed philosophical ability as demonstrated in contribution to seminar discussion;

Papers, demonstrating use of secondary sources;

Papers, demonstrating quality and sophistication of argument;

Seminar paper, demonstrating responses to criticisms developed in seminar discussion.

In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline
(Course topics ordered weekly)

Syllabus: Philosophy 190A
Aristotle
Spring 2007

- Instructor: Gale Justin
- Campus Phone: 278-6547
- Office: Mendocino 3024
- E-mail: justin@csus.edu
- Office Hours: TBA
- Website: <http://www.csus.edu/indiv/j/justing>

Catalog Description

Seminar: Major Philosophers. Intensive study of a single philosopher.

Course Goal

Aristotle can fairly be said to be the first systematic philosopher. This means that although he was not the first philosopher to concern himself with metaphysics, theory of knowledge, and ethics, Aristotle was the first to lay out the fundamental principles of these separate subject areas and to inquire into how the separate areas might be related. The primary goal of this course is to acquaint the student with the way in which Aristotle treats these three principal subject areas of philosophy: metaphysics, theory of knowledge, and ethics. We shall examine, among other topics, Aristotle's essentialism which forms the basis of his account of the fundamental things that are, Aristotle's theory of first principles which informs his view of scientific inquiry, and Aristotle's conception of rational activity, which is at the core of his account of a good or happy human life.

Course Requirements

Your grade in this course will be based on your performance on 8 out of 16 reading summaries, a paper prospectus, and a roughly 10 page paper that will go through two drafts. For the paper, you may choose to write on any topic that we have covered in class but I must approve your topic and also approve the way in which you intend to approach your topic. So you must submit a (roughly) one page prospectus describing the topic/problem you propose to address in your paper and indicating the manner in which you propose to address the problem. I will also give you a list of topics from which you can, if you wish, select one to write on. In addition, on both your prospectus and your first draft, I will make suggestions regarding outside reading you may want to consult, areas that you should develop or objections that you should address. I will keep a copy of these recommendations and papers that do not revise in accord with my recommendations will receive a D on the final draft of the paper.

Summaries (best 8 out of possible 16 no partial credit)	25% of your grade
Outline of Paper	15% of your grade
Paper (First Draft)	30% of your grade
Paper (Final Draft)	30% of your grade

Both the First Draft and the Final Draft of your paper are initially each worth 30% of your grade. However, at the end of the semester the two drafts will be re-weighted in a way that is maximally beneficial to you. This means that if your final draft substantially improves on your first draft, then the final draft will be weighted 35% and the first draft 25% of your final grade.

Grading Criteria for Individual Assignments

Your written work will be evaluated for both the accuracy of your understanding of the reading and lecture material and for how well it represents your own critical reflection on the material. Of course, it is absolutely essential that the paper display a college-level comprehension of English. Papers must be typed. In philosophy, we practice a writing method that some of you will be unfamiliar with: our ideal is to express ourselves concisely but completely. In philosophy, it is also ok to use the word "I" when you present both a philosopher's theory, as you understand it, and your own reflections on that theory. For further advice on how to write philosophy papers, please access this link to Guidelines for Writing Philosophy.

Attendance

Attendance is required. You are allowed a maximum of three absences. For each absence over three your final grade will be reduced by $\frac{1}{2}$ a letter grade. Please note that I do not distinguish between excused and unexcused absences. You are late if you come to class after I take roll. If you are late, you must tell me on that day or it will be counted as an absence. Three times late is equal to one absence.

Grading

Letter grades are assigned on all of your written work. The letter grades are keyed to the following scale: 93 and above = A, 89 - 92 = A-, 85 - 88 = B+, 80 - 84 = B, 78 - 79 = B-, 75 - 77 = C+, 70 - 74 = C, 65 - 69 = C-, 60 - 64 = D+, 55 - 59 = D, 50 - 54 = D-, below 50% = F.

Collaboration and Secondary Source Policy (including use of material from the internet):

You are free to exchange ideas, to consult secondary source material, including internet sources. If papers exhibit striking similarities in sentence structure or lines of thought, then they will receive an F. The use of source material must be footnoted. Instructions for citing books, articles, and electronic resources will be provided in the class. Papers that fail to footnote the information that is gained from outside sources or papers that employ sentences from such source material without proper footnoting will be failed.

Late Paper and Paper Submission Policies

No late summaries will be accepted. The reading summaries are due in class on the day for which the reading is assigned. No exceptions will be made. A late prospectus or paper will be accepted at my discretion. You may not submit written work via email. All written work must be submitted as hard copy.

Textbook and Reading Schedule

Our core text will be the paperback *A New Aristotle Reader*, ed. By J.L. Ackrill. Publisher: Princeton University Press: 1988. ISBN13: 978-0-691-02043-3

Date	Topic Area	Subject	Readings
Week 1	Logic and Metaphysics	The Basic Theory of Predication	<i>Categories</i> 1-5; <i>De Interpretatione</i> 1-7
Week 2		The Problem of Differentiae	<i>Categories</i> 3,5; <i>Topics</i> IV/1 (esp. 121a 10 - b1), IV/6
Week 3		Solutions	<i>Topics</i> VI/3, VII/3; <i>De Interpretatione</i> 11; <i>Metaphysics</i> VII/12

Week 4	Theory of Knowledge	The Theory of Scientific Explanation	<i>Posterior Analytics</i> I/1-18, II/1-2 (theory) II/8, 11-13, 16, 17 (examples)
Week 5		The Nature of Scientific Premises	<i>Topics</i> I/5, V/1; <i>Posterior Analytics</i> I/4-6, 17, II/13; <i>Prior Analytics</i> I/27.
Week 6		The Acquisition of First Principles	<i>Posterior Analytics</i> , II/19
Week 7	Change and Metaphysics	The Analysis of Change and the "Discovery" of Matter	<i>Physics</i> I/6-9
		Formal vs. Materialistic Explanation	<i>Physics</i> II
Week 8		Potentiality and Actuality	<i>Physics</i> I, III/1; <i>Metaphysics</i> IX; <i>De Anima</i> III
Week 9		Matter, Form and Method	<i>De Anima</i> I/1; <i>De Generatione et Corruptione</i> I/2
Week 10		Primary Substance Reconsidered	<i>Metaphysics</i> VII, VIII
Week 11	Methods of Inquiry	The Nature of Dialectic	<i>Topics</i> I/10-14; <i>Metaphysics</i> I
Week 12		Growth and Mixture	<i>De Generatione et Corruptione</i> I/5, 10; <i>De Anima</i> III/4
Week 13		Perception	<i>De Anima</i> III/5
Week 14	Ethics	Happiness	<i>Nicomachean Ethics</i> I/1-8, 13, X
Week 15		Virtue	<i>Nicomachean Ethics</i> II/1-7, VI
Week 16		Incontinence	<i>Nicomachean Ethics</i> VII

Schedule of Written Work

Reading Summaries: A (roughly 2 – 3 page) summary of reading is due in connection with the reading for each week. The summary is due in the first class of the week for which the reading is assigned. Students may hand in summaries for all 16 weeks of reading assignments or they may choose to do only the required 8 summaries. No late summaries will be accepted. No partial credit will be given for less than 8 reading summaries.

Prospectus: Due the 8th week of the course.

First Draft of Paper: Due the 11th week of the course

Final Draft of the Paper: See final exam schedule

Students with Special Needs

Students who have special learning or writing needs must provide the instructor with the appropriate documentation by the end of the second week of the semester.

Caveat

With the exception of the due date for the final draft of the paper, times and the schedule of readings are subject to minor revisions at the discretion of the instructor.