



SACRAMENTO
STATE

Course Change Proposal Form A



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| Academic Group (College): Arts and Letters | Academic Organization (Department): Philosophy | Date: April 17, 2008 |
| Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/> | Department Chair: Thomas Pyne | Submitted by: Clifford Anderson |
| 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 checked="" type="checkbox"/> No <input checked="" type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> 2008 9 |

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|--|----|
| This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): | NA |
|--|----|

Change from:

| | | |
|--|---------------|---------------|
| Subject Area (prefix) & Catalog Nbr (course no.): | Title: | Units: |
|--|---------------|---------------|

Change to:

| | | |
|---|---|--------------------|
| Subject Area (prefix) & Catalog Nbr (course no.): PHIL 190R | Title: Rawl's Theory of Justice | Units: 3 |
|---|---|--------------------|

JUSTIFICATION:

Rawl's work is the most influential recent work in political philosophy. For the student interested in this field, it is essential reading.

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)

Falls under the existing catalog description for PHIL 190 Seminar: Major Philosopher.

Note:

Prerequisite: 6 units in Philosophy or instructor permission.
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):
Seminar **Title for CMS (not more than 30 characters):**
Rawl's Theory of Justice

Cross Listed? Yes No **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/acaf/example.htm>

1. Understand different ways the State can be justified.
2. Understand competing theories of Social Justice.
3. Improved ability to argue for a normative position.
4. Understand where recent political philosophy is going.

****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:

Three essay papers.
One or more short in-class oral presentations.

For whom is this course being developed?

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

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

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

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

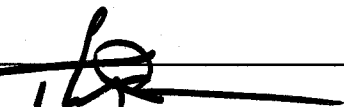
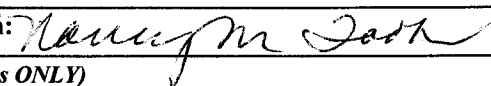
Indicate which department or programs will be affected by the proposed course (if any). Philosophy

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:

Date

| | |
|---|---------|
| Department Chair:  | 4/11/08 |
| College Dean or Associate Dean:  | 5-2-08 |
| CPSP (for school personnel courses ONLY) | |
| 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.

Can the course be implemented within the existing departmental allocation? Yes

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. At least one 190-level course is offered every semester.

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

Other 190-level courses.

3. How often would you schedule the proposed course?

One time.

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

Anderson and Bellon. Anderson would give up PHIL 21, which can be taught by many of our faculty.

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

The course would consume no more resources than a typical 3-unit upper-division philosophy course.

List the objectives/goals/expected learning outcomes.

- An improved understanding of how social institutions can be justified.
- A better understanding of the competing theories of justice.

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

- Three essay papers.
- One or more short in-class oral presentations.

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 192R
SEMINAR ON JOHN RAWLS' *A THEORY OF JUSTICE*
FALL 09

INSTRUCTOR: Clifford Anderson

OFFICE: Mendocino 3018 **PHONE:** 278-7289

EMAIL: andersonc@csus.edu **WEBSITE:** www.csus.edu/indiv/a/andersonc

PHILOSOPHY DEPARTMENT OFFICE: Mendocino 3032 **PHONE:** 278-6424

COURSE DESCRIPTION: Before Rawls' published his landmark work, *A Theory of Justice* in 1972, the field of political philosophy had been in the doldrums for quite some time. Rawls' work revitalized it. He shifted the focus of the subject (in English-speaking countries at least) away from the then-dominant utilitarian tradition to a more kantian, social-contract basis for a legitimate state. For Rawls, the primary responsibility of the state is not to maximize public happiness or well-being, as the utilitarians maintained, but to ensure justice. Our task will be to work through Rawls' great work. It is a lengthy (600 pages), densely argued work; more than enough to occupy us for fifteen weeks. Frequent reference will be made to some of the many critical books and papers that *Theory of Justice* has given rise to as sources of paper topics. For the student who wants to understand contemporary political philosophy, Rawls' work is the place to begin.

COURSE OBJECTIVES: A careful reading of Rawls' *Theory of Justice* should leave the student well-situated to follow the exiting contemporary debate on the structure of the just state. He or she can also expect to have improved their skills at writing a clear, argumentative essay that a reader who has not taken the course could readily understand.

PREREQUISITES: Upper-division standing, with some background in analytical philosophy.

COURSE REQUIREMENTS AND GRADING: Three 7-10 page analytical papers worth 25% of the grade each. The remainder of the grade will be based on class participation in the discussions as well as periodic brief (5-10 minute) oral presentations on some particular aspect of Rawl's work. Departmental guidelines for writing assignments in a philosophy course are available at <http://www.csus.edu/phil/req/grading.htm>.

TOPICS AND ORDER OF READINGS: Rawls' work is divided into three main parts labelled "Theory", "Institutions" and "Ends", each part having three chapters. Parts One and Two have occasioned the most commentary and are the most philosophically challenging, so we will plan on spending about two weeks on each of the first six chapters, leaving us (unfortunately) just one week for each of the last three chapters. Some adjustments can be made depending on the classes' interests and whatever turns out to be most challenging.

Weeks 1 & 2: Chapter I. Justice as Fairness

Weeks 3 & 4: Chapter II. The Principles of Justice

Weeks 5 & 6: Chapter III. The Original Position

Weeks 7&8: Chapter IV. Equal Liberty

Weeks 9 & 10: Chapter V. Distributive Shares

Weeks 11 & 12: Chapter VI. Duty and Obligation

Week 13: Chapter VII. Goodness as Rationality

Week 14: Chapter VIII. The Sense of Justice

Week 15: Chapter IX. The Good of Justice; overall summary of Rawl's achievement.