Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Arts and Letters</th>
<th>Academic Organization (Department):</th>
<th>Philosophy</th>
<th>Date:</th>
<th>April 9, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>New X Change ___ Deletion ___</td>
<td>Department Chair:</td>
<td>Thomas Pyne</td>
<td>Submitted by:</td>
<td>Thomas Pyne</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes ___ No X ___</td>
<td>For Catalog Copy:</td>
<td>Yes X No ___</td>
<td>Semester Effective:</td>
<td>Fall 2010 Spring ___</td>
</tr>
<tr>
<td>CCE (Extension):</td>
<td>Yes ___ No ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): [ ]

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr. Yes ___ No X ___

Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
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Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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<tbody>
<tr>
<td>PHIL 128</td>
<td>History of Modern Philosophy</td>
<td>3</td>
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JUSTIFICATION:

Phil. 128: History of Modern Philosophy is course required for all philosophy majors. The Department considers the previous required course in modern philosophy, PHIL 27, to be insufficiently detailed and rigorous.

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

Examination of the major developments in Western philosophy after the Middle Ages with emphasis on the period from Descartes to Kant.

Note:

Prerequisite: 3 units in philosophy
Enforced at Registration: Yes ___ No X ___

Corequisite:
Enforced at Registration: Yes ___ No ___

Graded: Letter X Credit/No Credit ___
Instructor Approval Required? Yes ___ No X ___

Course Classification (e.g., lecture, lab, seminar, discussion):
Lecture/Discussion ___
Title for CMS (not more than 30 characters) ___
History of Ancient Philosophy ___

Cross Listed? Yes ___ No X ___
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 X ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**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:

Students will be assessed on:
The depth and sophistication of their understanding of the relevant philosophic readings as measured by:

a. Contributions to class discussion;
b. Depth and accuracy of answers to essay exams;
c. Responses in class to assigned questions on the readings;
d. Judicious use of secondary sources.

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**For whom is this course being developed?**

Majors in the Dept. X  Others 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  X  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  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).

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

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**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:

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tbody>
<tr>
<td>[Signature]</td>
<td>4/9/10</td>
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<table>
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<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>[Signature]</td>
<td>4/22/10</td>
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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 mall zip 6016. An electronic copy must also be sent.

9/10/2008
Name of Department: Philosophy  
Effective Date: Fall 2010 

Proposed Course Number: 128  
Course Name: History of Modern Philosophy 

Contact Person: Thomas Pyne  
Instructor: Open 

Projected Enrollment: 35  
Units of Credit: 3 

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

Suggested Course Classification: Lecture/Discussion  
Unit distribution: lecture __ lab __ activity __ 

List the prerequisite(s) for the proposed course. 3 units in philosophy 

For which students or programs is the course designated? 
X Majors in the department 
X 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 X __ 

Method of Presentation: 
___ Lecture  ___ Lecture/Activity  X 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? PHIL 27. PHIL 128 is upper division; PHIL 27 was lower division.

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

If this is a new course, how will it be integrated into your present allocation: The Department plans to eliminate PHIL 27. There will also be a reduction in the frequency with which certain other courses are offered.
List the objectives/goals/expected learning outcomes.
Students will be able to:

1. Demonstrate a precise and detailed understanding of the views and arguments of the philosophers studied.
2. Distinguish closely resembling but non-equivalent views, and to state clearly how those views differ.
3. Draw out the consequences of those views.
4. Describe the developments in science, religion, and politics which posed the problems the early modern philosophers were attempting to solve, as well as the solutions to the problems the philosophers proposed.

Maintain and defend with reasons a variety of their own views not only on interpretations of the philosophers themselves but also on the philosophical questions those philosophers took up, and how their work contributed to progress in answering those questions.

What student assessment tools will be used? (e.g., exams, papers, portfolios.)
Students will be assessed on a selection of the following:

The depth and sophistication of their understanding of the relevant philosophic readings as measured by:

a. Contributions to class discussion;

b. Depth and accuracy of answers to essay exams;

c. Clarity and cogency of essays;

d. Responses in class to assigned questions on the readings;

e. Judicious use of secondary sources.

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)
History of Early Modern Philosophy

Examines the major developments in Western philosophy after the Middle Ages with emphasis on the theories of knowledge from Descartes to Kant.

Course Content

This course examines a problem about knowledge that was at the heart of philosophy during the early modern period, roughly the 17th – 18th centuries, namely, the problem of how to explain our ability to know the external world. Although many important philosophers of the period treated this problem, we shall closely examine the four writers whose work on the problem has the most influence on philosophers today: Descartes, Locke, Hume, and Kant. As part of achieving an understanding of these theories of ordinary human knowledge, we shall glance briefly at the implication of the theories for moral philosophy during this period.

Course Goals

This course emphasizes the reading and doing of philosophy, through helping students to:

1. understand the solutions offered by Descartes, Locke, Hume, and Kant to the problem of how to explain our ability to know the external world, as well as to understand why this problem came to be at the core of Western philosophic thinking during the 17th and 18th centuries.
2. distinguish and state clearly the main ideas that comprise each philosopher’s position.
3. relate and draw inferences from the ideas that comprise each philosopher’s position.
4. maintain and defend with reasons a variety of one’s own theses concerning facets of each philosopher’s position.

Text R. Cummins and D. Owens, History of Modern Philosophy: Descartes to Kant

Reading Schedule

Weeks 1 Topic: Cartesian Doubt and its Historical Background
Descartes, Meditation 1, pp. 5-7.
2. Topic: Cartesian Rationalism
Descartes, Meditation 2, pp. 7-12.
3. Topic: Cartesian Perfectionism
Descartes, Meditation 3 and 6, pp. 12-19 and pp. 27-35.
4. Topic: Innate Ideas
5. Topic: Locke’s Theory of Ideas
   pp. 152-54.

6. Topic: Abstract Ideas
   152-54; Book 3, chap. 3, pp. 183-89.

7. Topic: Knowledge

8. Topic: Hume’s Theory of Ideas
   Hume, *Enquiry Concerning Human Understanding [Enquiry]* secs 1-3,
   pp. 345-54.

9. Topic: Causality

10. Topic: Hume’s Naturalism

11. Topic: Copernican Revolution
    Kant, *Critique of Pure Reason [Critique]* Preface and Introduction B1-
    B28, pp. 417-35.

12. Topic: Kant’s Constructivism


Week 3: First Paper Assignment Made, Due Dates will be given at this time.
Week 6 Second Paper Assignment Made.
Final Exam Week: Take Home Comprehensive Final Due, Day and Time TBA.

Course Requirements

1. Two papers, each about 4-6 pages long. **Both the first and the second paper**
   **may be rewritten, if they are handed in on time.**

2. Final exam which will be based on all of the readings that we have done in the
   class. It will be take-home and it will consist of questions concerning selected
   views of the four philosophers that we studied in the course. I will give you at
   least eight study questions from which you must choose six to answer. You must
   select at least one question on each philosopher whose work we have read in the
   class.

3. All written work must be typed or word-processed. The papers must follow my
   guidelines for writing philosophy. These guidelines can be accessed from the
   course materials page of this course. The paper must exhibit a detailed
   comprehension of the philosophic issues involved in the topic on which you are
   writing and must display a solid grasp of ordinary English. **No email submissions**
   **of written work will be accepted unless I have antecedently given you**
   **permission to submit your work in this manner.**

4. Class participation for which students must have read the material **before class,**
   and be prepared to answer questions on the assigned reading. Students who do not
   participate in discussion or who are repeatedly unable to answer questions
   concerning the reading will receive a B- for class participation. Students who
participate in class discussion will receive credit towards class participation. The quality of the participation counts.

Grade

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<tbody>
<tr>
<td>Papers (2 @ 30%)</td>
<td>60%</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
<td></td>
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<tr>
<td>Class Participation &amp; Attendance</td>
<td>15%</td>
<td>=100%</td>
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The marking scale upon which letter grades are assigned is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100 (14)</td>
</tr>
<tr>
<td>A-</td>
<td>89-92 (13)</td>
</tr>
<tr>
<td>B+</td>
<td>85-88 (12)</td>
</tr>
<tr>
<td>B</td>
<td>80-84 (11)</td>
</tr>
<tr>
<td>B-</td>
<td>78-79 (10)</td>
</tr>
<tr>
<td>C+</td>
<td>75-77 (9)</td>
</tr>
<tr>
<td>C</td>
<td>70-74 (8)</td>
</tr>
<tr>
<td>C-</td>
<td>65-69 (7)</td>
</tr>
<tr>
<td>D+</td>
<td>60-64 (6)</td>
</tr>
<tr>
<td>D</td>
<td>55-59 (5)</td>
</tr>
<tr>
<td>D-</td>
<td>50-54 (4)</td>
</tr>
<tr>
<td>F</td>
<td>below 50% (3)</td>
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Attendance

Students are allowed 3 unexcused absences without having their class participation grade affected. After 3 absences, unless you have a reasonable excuse, the class participation grade will be lowered for each absence. If you know you will be missing class, let me know in advance and we can make arrangements to avoid the penalty. It is the student’s responsibility to get information about the class you missed from one of the other students in the class. If you have specific questions about the material that we covered you can email me for an appointment.

Assignments:

Students will be penalized at a rate of 10% per calendar day (not merely class period) beginning with the due date. If you know that you will not be able to complete an assignment on time, it is your responsibility to consult with me before the assignment is due.

Courtesy:

Students need to follow standard rules of classroom courtesy. This includes being focused on classroom activities and materials, not on private conversations, cat naps, messaging or burying your head exclusively behind your lap top. This also means not entering and leaving the classroom while the class is
in session. You need to take care of personal matters before and after class. Students whose cell phones or beepers go off during class must bring cookies or an appropriate treat for the whole class during the next period (or you will be counted absent).

Students with Disabilities or Other Special Needs

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me early in the semester.

Academic Honesty

Do not copy another person's work. Do not use unacknowledged sources. Even if you form study groups to share ideas, the work that you turn in must be your own work. All incidents of cheating in any form will earn you a 0 on the assignment or an F in the course. See the policy on academic honesty:

http://www.csus.edu/umanual/studentUMA150.htm