Course Change Proposal
Form A

Academic Group (College): Arts and Letters
Academic Organization (Department): Philosophy
Date: April 9, 2010

Type of Course Proposal: New ___ Change X ___ Deletion ___
Department Chair: Thomas Pyne
Submitted by: Thomas Pyne

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X
For Catalog Copy: Yes X ___ No ___
CCE (Extension): Yes ___ No ___
Semantic Effective: Fall X ___ Spring ___, 2010

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:

Subject Area (prefix) & Catalog Nbr (course no.): PHIL 25
Title: History of Ancient Philosophy
Units: 3

Change to:

Subject Area (prefix) & Catalog Nbr (course no.): PHIL 26
Title: History of Philosophy
Units: 3

JUSTIFICATION:

PHIL 25 and PHIL 27 have served two purposes: (i) required courses within the Philosophy Major, and (ii) courses satisfying Area C1 of General Education.
The tension between the two purposes resulted in their accomplishing one inadequately: they were insufficient historical preparation in the major. The Department has concluded that our majors need more advanced treatment than can be provided in lower division courses. In addition, mixing philosophy majors with GE students made for a double audience it was difficult to satisfy simultaneously.
The Philosophy Department is proposing to create two upper division history courses, PHIL 127 History of Ancient Philosophy and PHIL 128 History of Modern Philosophy and to remove PHIL 25 and 27 as required courses. Removing PHIL 25 and 27 from the major also makes it possible to serve GE better.
GE students would profit from a single, unified, coherent and introductory presentation of the history of philosophy which could better trace intellectual threads from Antiquity into the present, a task PHIL 25 or 27 could not, by their nature, accomplish.
Broadening the scope of PHIL 25 to include what had fallen within the scope of 27 will make it easier to satisfy the C1 requirement that a course cover “a historical period of at least 500 years,” as well as the requirement to present the contributions of “at least two...groups.”

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)

Introduction to the history of philosophy, emphasizing such themes as the foundations of knowledge, the nature of reality, the basis of a good life and a just society, the existence of God, and the nature of the self, and tracing the development of these themes from antiquity to the modern period.

Note:

Prerequisite: Enforced at Registration: Yes ___ No X
<table>
<thead>
<tr>
<th>Corequisite:</th>
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<tr>
<td>Enforced at Registration: Yes X No</td>
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<th>Graded:</th>
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<tr>
<td>Letter X Credit/No Credit</td>
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<tr>
<th>Instructor Approval Required?</th>
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<td>Yes X No</td>
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<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
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<tr>
<td>lecture/discussion</td>
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<tr>
<th>Title for CMS (not more than 30 characters):</th>
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<tbody>
<tr>
<td>History of Philosophy</td>
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<table>
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<th>Cross Listed?</th>
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<td>Yes X No</td>
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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? __

Can the course be taken for Credit more than once during the same term? Yes X 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

Students will be able to,

1. Understand how philosophical questions about the nature of the mind, the existence of a divine being, moral good and evil, and the trustworthiness of human perception and cognition are answered, and those answers criticized and defended by a representative sample of important Western philosophers.

2. State clearly the claims made by those philosophers and distinguish them from each other.

3. Develop an appreciation for the ways in which the answers to philosophical questions influence and are influenced by the historical situation.

4. Grasp the philosophers’ arguments for their claims, and methods of philosophical argumentation generally.

5. Maintain and defend with reasons a variety of one’s own claims concerning facets of each philosopher’s position.

6. Appreciate the contingent and arbitrary nature of cultural attitudes toward different ethnic groups and sexual orientations.

**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. Quality of essays and/or essay exams on the readings; quality will be measured particularly by how well the student states a philosopher’s view based on the text; answers should explain how philosophers deal with difficulties in their view so as to make the view stronger or more convincing.

b. Performance on questions that test the student’s ability to employ relatively basic philosophic skills and techniques.

c. Performance on a test that measures the student’s grasp of the historical knowledge portion of the course.
For whom is this course being developed?

- Majors in the Dept __
- Majors of other Depts __
- Minors in the Dept X
- General Education X
- 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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>4/9/10</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>4/22/10</td>
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<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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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.

9/10/2008
College of Arts and Letters Curriculum Committee
CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department: Philosophy
Effective Date: Fall 2010
Proposed Course Number: 26
Course Name: History of Philosophy
Contact Person: Thomas Pyne
Instructor:
Projected Enrollment: 40-80
Units of Credit: 3
Has the course been offered before? Yes.
If yes, under what number? Phil. 25 + Phil. 27
Suggested Course Classification: Lecture/Discussion Unit distribution: lecture _X_ lab ___ activity___

List the prerequisite(s) for the proposed course. None.

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)
_X_ General service
___ Other (specify) Distance Education

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

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? Philosophy 25 and Phil. 27, both lower division courses. PHIL 26 is intended replace these two courses.

Can the course be implemented within the existing departmental allocation? Yes. Since it is a replacement for existing courses it can use the resources allocated to them already.
If this is a new course, how will it be integrated into your present allocation: It will replace PHIL 25 and PHIL 27.

List the objectives/goals/expected learning outcomes.
Students will be able to,

1. understand how philosophical questions about the nature of the mind, the existence of a divine being, moral good and evil, and the trustworthiness of human perception and cognition are answered, and those answers criticized and defended by a representative sample of important Western philosophers.
2. state clearly the claims made by those philosophers and distinguish them from each other.
3. develop an appreciation for the ways in which the answers to philosophical questions influence and are influenced by the historical situation.
4. grasp the philosophers’ arguments for their claims, and methods of philosophical argumentation generally.
5. maintain and defend with reasons a variety of one’s own claims concerning facets of each philosopher’s position.

What student assessment tools will be used? (e.g., exams, papers, portfolios.)
Students will be assessed on:
The depth and sophistication of their understanding of the relevant philosophic readings as measured by:
a. quality of essay exams on the readings, particularly the mastery of expounding a philosopher’s view in a manner that is well grounded in the text; answers should explain how philosophers deal with difficulties in their view so as to make the view stronger or more convincing.
b. performance on questions that test the student’s ability to employ relatively basic philosophic skills and techniques.
c. Performance on a test that measures the student’s grasp of the historical knowledge portion of the course.

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 Philosophy

Catalogue Description
An introduction to the history of philosophy, emphasizing such themes as the foundations of knowledge, the nature of reality, the basis of a good life and a just society, the existence of god, and the nature of the self, and tracing the development of these themes from antiquity to the modern period.

Course Content
This course acquaints students with several connected themes characteristic of Western philosophy, the idea of soul, the existence of a divine being, the nature of moral good and evil, and the trustworthiness of human knowledge. We shall trace the continuities and distinctive features of these themes as they are developed in philosophical works of the period from ancient Greece through the modern era. Students will be encouraged not only to master the philosophical material and the methods of philosophical argument but also to pay attention to the historical and cultural background that determines the development of these themes in a particular way.

Course Goals
Students will be able to,

(1) Understand how philosophical questions about the nature of the mind, the existence of a divine being, moral good and evil, and the trustworthiness of human perception and cognition are answered, and those answers criticized and defended by a representative sample of important Western philosophers.

(2) State clearly the claims made by those philosophers and distinguish them from each other.

(3) Develop an appreciation for the ways in which the answers to philosophical questions influence and are influenced by the historical situation.

(4) Grasp the philosophers’ arguments for their claims, and methods of philosophical argumentation generally.

(5) Maintain and defend with reasons a variety of one’s own claims concerning facets of each philosopher’s position.

(6) Appreciate the contingent and arbitrary nature of cultural attitudes toward different ethnic groups and sexual orientations.

Required Texts


*Early Greek History: 2000 BC – 300 BC*. Available from the course materials page of Phil. 26: [http://www.csus.edu/indiv/j/justing](http://www.csus.edu/indiv/j/justing)
Reading Schedule

Week 1  Early Greek History
        What is Philosophy?
Weeks 2&3  Socratic/Platonic conception of soul
        Plato, *Apology*, *Classics of Western Philosophy* (Classics), 29-41.
        **Historical Knowledge Test Due**
Week 4  Aristotle and the idea of moral good
        *Nicomachean Ethics*, Bk. 1, *Classics*, 240 - 250
        *Nicomachean Ethics*, Bk. 2, *Classics* 250 - 262
Week 5  Some differences between Greek Philosophy and Christianity
        Christianity and Homosexuality
        **First Essay Exam Due**
        421-28.
Week 8  Descartes and the Galilean-Newtonian World View
Week 9  Descartes, *Meditation III*, *Classics*, 466-73.
        *Descartes, Meditation VI*, *Classics*, 476-86.
Week 10  **Second Essay Exam Due**
        Hume, *An Inquiry Concerning Human Understanding*, Sections II-III,
        *Classics*, 737-42.
Week 11  Kant’s Moral Philosophy
        Kant, *Groundwork of the Metaphysics of Morals*, Preface and Section I,
        *Classics*, 954-64.
Week 12  Kant, *Groundwork of the Metaphysics of Morals*, Section II, *Classics*,
        964-984.
Week 13  Catch Up and Review
        **Essay exam III is due at the time scheduled for the final exam.**

Course Requirements

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Essay Exams – 30% each</td>
<td>90%</td>
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<tr>
<td>Historical Knowledge Test</td>
<td>10%</td>
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<td>100%</td>
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1. Each exam will consist of two parts: an essay (roughly 3-4 pages) and four short answer questions. Two of the short answer questions will ask that you demonstrate knowledge of some philosophical skill. With the exception of the short answer questions associated with Exam III, both parts of each exam are to be completed at home and then handed in. Further information on the exams will be given later.
2. 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.**

3. With respect to class participation students, it is expected that this course will be offered as a Distance Education course. So students are not required to attend class sessions. For this reason no portion of the grade is assigned to class participation.

4. The marking scale upon which letter grades are assigned is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Count</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>14</td>
</tr>
<tr>
<td>A-</td>
<td>89-92</td>
<td>13</td>
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<tr>
<td>B+</td>
<td>85-88</td>
<td>12</td>
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<td>B</td>
<td>80-84</td>
<td>11</td>
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<td>B-</td>
<td>78-79</td>
<td>10</td>
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<td>C+</td>
<td>75-77</td>
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<td>55-59</td>
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<td>D-</td>
<td>50-54</td>
<td>4</td>
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<tr>
<td>F</td>
<td>below 50%</td>
<td>3</td>
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**Assignments:**

Students whose assignments are late 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.

**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, and (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

**Area C1 Requirements**

This course meets the GE area C1 requirements (1) by surveying 2,500 years of the history of western philosophy, (2) by showing the relations between philosophy, religion and science, and (3) by examining the contributions of women and gays to western philosophy.