

General Education Review Committee Agenda

February 8, 2008
ADM 201
12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

() Erik Hirschman	Mat-Su/ UAB	Humanities/ Social Sciences
() Caedmon Liburd	UAB	
() Patricia Fagan	CAS	Humanities
() Bob Capuozzo	COE	
() Jack Pauli	CBPP/UAB	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS/UAB	Quantitative Skills
() Suzanne Forster	CAS/UAB	
() Robin Wahto	CTC/UAB	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Gail Holtzman	CHSW/UAB	Social Sciences
() Grant Baker	SOENGR/ UAB	
() Barbara Harville	CAS	Oral Communication
() vacant		Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

Chg LING A101 The Nature of Language (3 cr) (3+0)
No revisions received

Add THR A492 Senior Seminar (3 cr) (3+0) (pg. 4-8)

Chg PHIL A101 Introduction to Logic (3 cr) (3+0) (pg. 9-12)

Chg PHIL A201 Introduction to Philosophy (3 cr) (3+0) (pg. 13-16)

Chg PHIL A211 History of Philosophy I (3 cr) (3+0) (pg. 17-21)

Chg PHIL A212 History of Philosophy II (3 cr) (3+0) (pg. 22-27)

Chg PHIL A301 Ethics (3 cr) (3+0) (pg. 28-33)

Chg PHIL A313 Eastern Philosophy & Religion (3 cr) (3+0) (pg. 34-39)

Chg PHIL A314 Western Religions (3 cr) (3+0) (pg. 40-46)

VI. Old Business

VII. New Business

VIII. Informational Items and Adjournment

General Education Review Committee Summary

January 25, 2008
ADM 201
12:30 p.m. – 1:30 p.m.

I. Call to Order @12:35

Roll

(x) Erik Hirschman	Mat-Su/ UAB	Humanities/ Social Sciences
() Caedmon Liburd	UAB	
(e) Patricia Fagan	CAS	Humanities
(x) Bob Capuozzo	COE	
(x) Jack Pauli	CBPP/UAB	
() Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/UAB	Quantitative Skills
(x) Suzanne Forster	CAS/UAB	
(x) Robin Wahto	CTC/UAB	
(x) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
(x) Gail Holtzman	CHSW/UAB	Social Sciences
() Grant Baker	SOENGR/ UAB	
(x) Barbara Harville	CAS	Oral Communication
() vacant		Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1-2) **Approved**

III. Approval of Summary (pg. 3-4) **Approved**

IV. Chair's Report

V. Course Action Requests

Chg ATA A492 Air Transportation System Seminar (3 cr) (3+0) (pg. 5-9)
Approved

Chg HUMS A495B Human Services Practicum IV (3 cr) (1+9) (pg. 10-19)
Approved

Chg LING A101 The Nature of Language (3 cr) (3+0)
No revisions received

Chg PHIL A101 Introduction to Logic (3 cr) (3+0)
No revisions received

Chg PHIL A201 Introduction to Philosophy (3 cr) (3+0)
No revisions received

Chg PHIL A211 History of Philosophy I (3 cr) (3+0)
No revisions received

Chg PHIL A212 History of Philosophy II (3 cr) (3+0)
No revisions received

Chg PHIL A301 Ethics (3 cr) (3+0)
No revisions received

Chg PHIL A313 Eastern Philosophy & Religion (3 cr) (3+0)
No revisions received

Chg PHIL A314 Western Religions (3 cr) (3+0)
No revisions received

VI. Old Business

A. Discussion of GER Capstone CCGs

VII. New Business

VIII. Informational Items and Adjournment

Meeting adjourned

Course Content Guide
University of Alaska Anchorage
THR A492
Senior Seminar

I. Date of Initiation: Fall, 2008

II. Course Information:

- A. College or School: CAS
- B. Course Subject: Theatre
- C. Course Number: A492
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: Senior Seminar
- F. Grading Basis: A-F
- G. Course Description: Intensive examination of a topic in Theatre or Dance including the historical, cultural, social and political influences on each aspect of the performance area: writing, acting, movement and design with an emphasis on its relevance to a contemporary audience.
Special note: May be repeated once for credit with a change in subtitle.
- H. Course Prerequisites: None
- I. Restrictions: Completion of GER Tier 1(Basic college-Level Skills) and Tier 2 Disciplinary Areas: Fine Arts, Humanities and Social Sciences. Junior or Senior Level.
- J. Fees: None

III. Instructional Goals and Student Outcomes:

- A. Instructional Goals. The Instructor will:
 - 1) Provide techniques for effective research and creative thinking.
 - 2) Draw connections and integrate content in areas of history, literature, anthropology, sociology, political science and performing arts.
 - 3) Provide opportunities for effective communication and active learning.
- B. Student Outcomes. The students will be able to:
 - 1) Analyze and evaluate diverse perspectives regarding a specific genre or performance area.
 - 2) Demonstrate an in-depth knowledge of the genre through multidisciplinary perspectives.
 - 3) Articulate orally, in writing and through active participation in the art form the major impact in both the historical and modern applications.

V. Course Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include but not limited to, research papers, design assignments, group work both in and outside class, and performance demonstrations.

Course objectives and student outcomes will be assessed in the following way:

- A. Knowledge Integration: students will be required to submit written work or oral presentations that demonstrate their understanding of the material.
- B. Effective Communication: students will be required to complete written assignments and engage in group discussions and oral presentations.
- C. Information Literacy: evaluation will require student competence with relevant research documents and electronic resources.
- D. Critical Thinking: students will be required to analyze and critically and creatively examine all aspects of a genre.

V. Course Level Justification

This course satisfies all of the criteria for a capstone course. This includes knowledge integration of GER Basic Level skills (Tier 1) and Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study and critical evaluation, and includes in its student outcomes an emphasis on the realities of the 21st century. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by assessing, judging, comparing and demonstrating knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

VI. Sample Course Outline: Sample Topic

18th Century British Comedy: Goldsmith and Sheridan

1. Analysis of the plays
 1. Structure
 2. Imagery
 3. Verse
2. Oliver Goldsmith and Richard Sheridan
 1. Life
 2. Works
 3. Major influences
3. 18th century England
 1. Political climate
 2. Class structure

3. The Enlightenment
4. Role of women
 1. Place in society
 2. Influences of French society
5. Rococo style
 1. Art and Architecture
 2. Major artists
6. Clothing
 1. Evolution of fashion in the 18th century
 2. Differences in classes
 3. Development of the modern man
7. Movement
 1. Posture and Politeness
 2. Dance
8. Development of the 18th century Comedy style
 1. Restoration Comedy
 2. Influence of the Classic revival
9. Comedy style in relation to the modern audience
 1. Modern appeal
 2. Relevance to 21st society
10. Development of production concept
 1. Overall themes to incorporate
 2. Development of the total look of the play

VII. Suggested Text

Stone, George Winchester, George H. Nettleton and Arthur Case, eds. *British Dramatists from Dryden to Sheridan*. Southern Illinois University Press: 1975.

VIII. Bibliography

Archer, John E. *Social Unrest and Popular Protest in England: 1780-1840*. United Kingdom: Cambridge University Press, 2000.

Briggs, Asa. *A Social History of England*. New York: The Viking Press, 1983.

Froide, Amy M. *Never Married: Singlewomen in Early Modern England*. New York: Oxford University Press, 2005.

Im Hof, Ulrich. *The Enlightenment*. Massachusetts: Blackwell Publishers, 1994

Migliarisi, Anna. *Renaissance and Baroque Directors*. Ottawa, Canada: Legas Publishing, 2003.

Reid, Ivan. *Social class Differences in Britain*. London: Open Books Publishing Limited, 1977.

Roach, John. *Social Reform in England: 1780-1880*. New York: St. Martin's Press, 1978.

COURSE CONTENT GUIDE

I. **Date of Course Initiation:** August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A101

D. Number of credits/CEU's and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Introduction to Logic

G. Grading Basis: A-F

H. Course Description: Develops formal and informal reasoning skills, introduces deductive logic via statement logic, analyzes arguments and introduces scientific and inductive reasoning, reviews common fallacies and methods for evaluating arguments.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide an introduction to formal and informal logical reasoning and the identification and evaluation of arguments.
- Provide knowledge and techniques for improving critical thinking skills.
- Provide an understanding of logical concepts.

Student Outcomes. Students will be able to:

- Identify premises and conclusions of arguments.
- Recognize and diagnose common fallacious arguments.
- Distinguish deductive from inductive arguments and identify several common legitimate forms for each category.
- Identify the development of logic in its historical context.
- Apply formal techniques for proving validity or invalidity of an argument.

IV. Guidelines for Evaluation and Assessment:

Evaluation criteria will be clearly stated on individual course syllabi at the discretion of the course instructor. Evaluation will typically include, but is not limited to, in-class examinations, homework, and participation.

V. Course Level Justification:

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. Sample Course Outline

1. Introduction to argumentation
 - 1.1. Premises and conclusion
 - 1.2. Inductive and deductive reasoning
 - 1.3. Basics of argument analysis
 - 1.4. Forms and counter-examples
2. Informal Fallacies
 - 2.1. Fallacies of relevance
 - 2.2. Fallacies involving definitions
 - 2.3. Fallacies of presumption
 - 2.4. Inductive fallacies
3. Introduction to formal logic
 - 3.1. Famous forms
 - 3.2. Venn diagrams
 - 3.3. Symbolizing statements
 - 3.4. Formal fallacies
 - 3.5. Argument reconstruction
4. Statement logic
 - 4.1. Translating English into logical notation using Boolean connectives
 - 4.2. Proving validity using inference rules in a formal system
 - 4.3. Proving invalidity using models
5. Inductive and Scientific Reasoning
 - 5.1. Mill's Methods of scientific reasoning
 - 5.2. Basic concepts and procedures for estimating probability
 - 5.3. Interpretations of the probability calculus
 - 5.4. Statistical inferences
6. Possible additional topics
 - 6.1. Predicate logic
 - 6.2. Modal logic
 - 6.3. Deviant logics

Suggested Texts

Johnson, Robert M. 2007. *Fundamentals of Reasoning*. Belmont: Wadsworth
Layman, Stephen C. 2005. *The Power of Logic*. Boston: McGraw Hill.
Salmon, M. 2006. *Introduction to Logic and Critical Thinking*. Belmont: Wadsworth.

Bibliography

Frege, Gottlob. 1892. "On Sense and Reference." In *Translations from the Philosophical Writing of Gottlob Frege*, ed. and trans. by Peter Geach and Max Black. Oxford: Blackwell, 1966.
Haack, Susan. 1978. *Philosophy of Logics*. Cambridge: Cambridge University Press.
Jacquette, Dale., Dov Gabbay, and Paul Thagard. 2006. *Philosophy of Logic*. Oxford: North Holland.
Kneale, William, and Martha Kneale. 1985. *The Development of Logic*. Oxford: Oxford University Press.
Kripke, Saul. 1978. *Naming and Necessity*. Oxford: Blackwell.
Loux, Michael J. 1979. *The Possible and the Actual*. Ithaca: Cornell University Press.
Quine, Willard V.O. 1980. *From a Logical Point of View*. Cambridge: Harvard University Press.
Putnam, Hilary. *Philosophy of Logic*. 1971. New York: Harper Row.
Read, Stephen. 1985. *Thinking About Logic: An Introduction to the Philosophy of Logic*. Oxford: Oxford University Press.
Strawson, Peter F. ed. 1967. *Philosophical Logic*. Oxford: Oxford University Press.

COURSE CONTENT GUIDE

I. **Date of Course Initiation:** August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A201

D. Number of credits/CEU's and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Introduction to Philosophy

G. Grading Basis: A-F

H. Course Description: Introduces works of major influential thinkers, both ancient and modern, focusing on the Western philosophical tradition. Emphasizes central problems of knowledge, reality, and good and evil.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide students with knowledge and understanding of leading philosophical thinkers, texts and arguments in metaphysics, epistemology, and ethics in classical and contemporary contexts.
- Enable students to develop their critical reasoning and communication skills while learning to comprehend and evaluate philosophical arguments.
- Provide students with a practical grasp of philosophical methods and strategies of argumentation.

Student Outcomes. Students will be able to:

- Demonstrate their knowledge of key arguments and issues in metaphysics, epistemology and ethics in classical and contemporary contexts.
- Demonstrate critical reasoning and communication skills by comprehending and evaluating philosophical arguments.
- Demonstrate the ability to apply philosophical methodology by developing their own positions and arguments.

IV. Guidelines for Evaluation and Assessment

Evaluation criteria are at the discretion of the faculty member teaching the course; however, however, evaluation may include, but not be limited to, essay examinations, multiple-choice examinations, group projects, individual class presentations, oral examinations, essays, and Blackboard discussion groups.

V. Course Level Justification

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. Sample Course Outline

1. What is Philosophy?
 - 1.1. Logic and Arguments
 - 1.2. Plato
2. The Existence of God
 - 2.1. Ontological Argument
 - 2.2. Cosmological Argument
 - 2.3. Design Argument
 - 2.4. Scientific Explanations
 - 2.5. Problem of Evil
3. The Nature of Knowledge
 - 3.1. Skepticism
 - 3.2. Knowledge and Belief
 - 3.3. Epistemic Justification
 - 3.4. Foundationalism
 - 3.5. Coherentism
 - 3.6. Descartes
 - 3.7. Hume and Induction
4. Mind and Body
 - 4.1. Substance and Property Dualism
 - 4.2. Physicalism/Materialism
 - 4.3. Idealism
 - 4.4. Identity Theory
 - 4.5. Functionalism
 - 4.6. Folk Psychology
 - 4.7. Thinking Machines
5. The Problem of Free Will
 - 5.1. Libertarianism

- 5.2. Determinism and Indeterminism
- 5.3. Compatibilism
- 5.4. Causation
- 5.5. Behaviorism

- 6. Morality and the Good Life
 - 6.1. Morality and Rationality
 - 6.2. Egoism
 - 6.3. Moore and the “Open Question”
 - 6.4. Consequentialism and Non-consequentialism
 - 6.5. Deontology
 - 6.5.1. Kant
 - 6.5.2. Ross
 - 6.6. Virtue Theory

- 7. Theories of Justice
 - 7.1. Contractarianism
 - 7.2. Libertarianism
 - 7.3. Egalitarianism
 - 7.4. Utilitarianism

Suggested Texts

Appiah, Kwame Anthony. 2003. *Thinking It Through: An Introduction to Contemporary Philosophy*. New York: Oxford University Press.

Cahn, Steven, ed. 2007. *Classics of Western Philosophy*. New York: Hackett Publishers.

Perry, John and Michael Bratman, eds. 1999. *Introduction to Philosophy*. New York: Oxford University Press.

Sober, Elliott. 2004. *Core Questions in Philosophy: A Text With Readings*. New York: Prentice Hall.

Bibliography

Audi, Robert. 1999. *The Cambridge Dictionary of Philosophy*. New York: Cambridge University Press.

Blackburn, Simon. 1999. *Think*. New York: Oxford University Press.

Bowie, G. Lee, Meredith W. Michaels, and Robert C. Solomon, eds. 2006. *Twenty Questions: An Introduction to Philosophy*. Wadsworth: Belmont, CA.

Durant, Will. 1964. *The Story of Philosophy*. New York: Washington Square Press.

Honderich, Ted. ed. 2005. *Oxford Companion to Philosophy*. New York: Oxford University Press.

Perry, John. 1978. *A Dialogue On Personal Identity And Immortality*. New York: Hackett Publishers.

Rachels, James. 2006. *The Elements of Moral Philosophy*. New York: McGraw-Hill Publishers.

Scruton, Roger. 2002. *A Short History of Modern Philosophy*. New York: Routledge.

Tuana, Nancy. 1992. *Woman and the History of Philosophy*. New York: Paragon.

Weston, Anthony. 1992. *A Rulebook for Arguments*. New York: Hackett

COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A211

D. Number of credits/CEU's and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: History of Philosophy I

G. Grading Basis: A-F

H. Course Description: Survey of philosophy from the pre-Socratic era through the late Middle Ages. Traces development of scientific, metaphysical, epistemological and ethical thought with emphasis on pivotal historical figures and debates.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Trace historical themes and debates through discussion of relevant texts.
- Engage students with questions and problems historical philosophers faced.
- Critically examine historical attempts at theory construction.
- Help students engage in these debates and develop their own responses and thoughts about philosophical issues.

Student Outcomes. Students will be able to:

- Analyze and critically evaluate metaphysical, epistemological and ethical issues.
- Demonstrate a broad knowledge of the western philosophical tradition through the ancient and medieval eras.
- Articulate orally and in writing the major issues and arguments arising throughout these periods.

IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. Intellectual Background
 - 1.1. Mythology
 - 1.1.1. Homer
 - 1.1.2. Hesiod
2. Pre-Socratic Philosophy
 - 2.1. Milesian School
 - 2.1.1. Thales
 - 2.1.2. Anaximander
 - 2.1.3. Anaximander
 - 2.2. Sicilian School
 - 2.2.1. Pythagoras
 - 2.2.2. Heraclitus
 - 2.2.3. Parmenides
 - 2.3. Pluralism
 - 2.3.1. Atomists
 - 2.3.2. Empedocles
 - 2.3.3. Anaxagoras
3. Socratic Philosophy
 - 3.1 Historical vs. Platonic Figure
 - 3.2 Method
 - 3.3 Epistemology
 - 3.4 Ethics
 - 3.5 Religious Views
4. Plato
 - 4.1 Method and use of dialogues
 - 4.2 Epistemology
 - 4.2.1. Recollection
 - 4.2.2. Hypothetical method
 - 4.2.3. Dialectic
 - 4.3. Metaphysics
 - 4.3.1 Theory of forms

- 4.3.2. Nature of the soul
- 4.4. Ethics and politics
 - 4.4.1. The ideal state
 - 4.4.2. Theory of virtues
 - 4.4.3. Role of knowledge

5. Aristotle

- 5.1. Systematic philosophy
- 5.2. Organon
- 5.3. Physics
- 5.4. Hylomorphism
- 5.5. Metaphysics
- 5.6. De Anima
- 5.7. Ethics and Politics

6. Hellenistic Philosophy

- 6.1. Epicureanism
- 6.2. Stoicism
- 6.3. Skepticism

7. Early Medieval Philosophy

- 7.1. Porphyry
- 7.2. Neo-Platonism
- 7.3. Neo-Pythagoreanism
- 7.4. Augustine
- 7.5. Boethius
- 7.6. Plotinus

8. Later Medieval Philosophy

- 8.1. Arab influence/rediscovery of texts
- 8.2. Aquinas
- 8.3. Ockam
- 8.4. Scotus
- 8.5. Influence on Descartes and forerunners of the Scientific Revolution

Suggested Texts

Annas, J. 2000. *Voices of Ancient Philosophy: An Introductory Reader*, New York: Oxford University Press.

Cohen, S. M., Patricia Curd and C.D. Reeve, eds. 1995. *Readings in Ancient Greek Philosophy*. Indianapolis: Hackett.

Hyman, Arthur and James Walsh. 1983. *Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions*. Indianapolis: Hackett.

Bibliography

Plato:

- Adams, J. 1902. *The Republic of Plato*. Cambridge: Cambridge University Press.
- Annas, J. 1981. *An Introduction to Plato's Republic*. Oxford: Oxford University Press.
- Carone, G.R. 2005: *Plato's Cosmology and its Ethical Dimensions*. Cambridge: Cambridge University Press.
- Cross, R.C. and A.D. Woozley. 1964. *Plato's Republic: A Philosophical Commentary*. New York: St. Martin's Press.
- Nettleship, R. L. 1961. *Lectures on the Republic of Plato*. New York: St. Martin's Press.
- Reeve, C.D.C. 1988. *Philosopher-Kings: The Argument of Plato's Republic*. Princeton: Princeton University Press.
- Sayre, K.M. 2006: *Metaphysics and Method in Plato's Statesman*. Cambridge.
- Stauffer, D. 2006: *The Unity of Plato's Gorgias*. Cambridge: Cambridge University Press.
- White, N. P. 1979. *A Companion to Plato's Republic*. Indianapolis: Hackett.

Aristotle

- Ackrill, J. 1963. *Aristotle: Categories and De Interpretatione*, Oxford: Clarendon Press.
- Addis, L. 1972. "Aristotle and the Independence of Substances." *Philosophy and Phenomenological Research* 54: 699-708.
- Falcon, A. 2005: *Aristotle and the Science of Nature*. Cambridge: Cambridge University Press.
- Modrak, Deborah K. 1983. "Forms and Compounds." In J. Bogen and J. E. McGuire (eds.). *How Things Are: Studies in Predication and the History of Philosophy*, Dordrecht: Reidel, 85- 99.
- Shields, Christopher. 1990. "The Generation of Form in Aristotle." *History of Philosophy Quarterly*, 7: 367-390.
- Wedin, M. 2000. *Aristotle's Theory of Substance: The Categories and Metaphysics Zeta*. Oxford: Oxford University Press.

Aquinas and Medieval Philosophy

- Aertsen, J. 1988. *Nature and Creature: Thomas Aquinas' Way of Thought*. Leiden: E. J. Brill.
- Bourke, V. J. 1965. *Aquinas Search for Wisdom*. Milwaukee: Bruce.
- Chenu, M. 1964. *Toward Understanding St. Thomas*. Chicago: Regnery.
- Copleston, F. C. 1955. *Aquinas*. London: Penguin Books.
- Davies, B. 1992. *The Thought of Thomas Aquinas*. Oxford: Clarendon Press.
- Gilson, Etienne. 2002. *Thomism: The Philosophy of Thomas Aquinas*. Trans. Shook, L.K. and A. Mauer. Toronto: Pontifical Institute of Medieval Studies.
- Maritain, J. 1964. *St. Thomas Aquinas*. New York: Meridian Books.
- Maurer, Armand. 1982. *Medieval Philosophy*. 2nd ed. Toronto: Pontifical Institute of Mediaeval Studies.
- Stump, E. 2003. *Aquinas*. London: Routledge.

COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A212

D. Number of credits/CEU's and Contact Hours 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: History of Philosophy II

G. Grading Basis: A-F

H. Course Description: Survey of philosophy from the Scientific Revolution through German Idealism (Modern Period). Examines the influences (Western and non-Western) and traces the development of scientific, metaphysical, epistemological and ethical thought with emphasis on historical texts.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Trace historical themes and debates through discussion of relevant texts.
- Engage students with questions and problems facing historical philosophers in the Modern Period.
- Help students engage in these debates and develop their own responses and thoughts about philosophical issues.

Student Outcomes. Students will be able to:

- Analyze and critically evaluate metaphysical, epistemological and ethical issues.
- Demonstrate a broad knowledge of the western philosophical tradition in the Modern Period.
- Articulate orally and in writing the major issues and arguments arising throughout these periods.

IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to group work, Blackboard discussion groups, essays and exams.

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. From Scholasticism to the Scientific Revolution
 - 1.1. Classical, Medieval, and Eastern Philosophy
 - 1.2. Neoplatonism
 - 1.3. Aquinas
 - 1.4. Averroes
 - 1.5. Metaphysics and Epistemology
2. Bacon
 - 2.1. Methodological Empiricism
 - 2.2. Rejection of Scientia
 - 2.3. The Advancement of Knowledge and The Great Instauration
 - 2.4. The Four Idols
3. Hobbes
 - 3.1. Materialism
 - 3.2. Geometry
 - 3.3. Political Philosophy
4. Descartes
 - 4.1. Meditations and Principles of Knowledge
 - 4.2. Skepticism and Theism
 - 4.3. Cartesian Skepticism
 - 4.4. Foundationalism
 - 4.5. Dualism
 - 4.6. Essentialism
 - 4.7. God and ideas
5. Locke
 - 5.1. Ideas
 - 5.2. Boyle

- 5.3. Primary and Secondary Qualities
- 5.4. "Material Substance"
- 5.5. Types of Knowledge
- 5.6. Personal Identity
- 5.7. Political Philosophy

- 6. Berkeley
 - 6.1. God and Skepticism
 - 6.2. Abstract Ideas
 - 6.3. Innate Ideas
 - 6.4. Idealism
 - 6.5. God
 - 6.6. Criticism of Locke

- 7. Leibniz
 - 7.1. Substance
 - 7.2. Monads
 - 7.3. Principle of Sufficient Reason
 - 7.4. Pre-established Harmony
 - 7.5. God

- 8. Spinoza
 - 8.1. Monism
 - 8.2. Theism
 - 8.3. Dual Aspect theory
 - 8.4. God and Nature
 - 8.5. Free Will and Necessity

- 9. Hume
 - 9.1. Naturalism
 - 9.2. Empiricism
 - 9.3. Ideas and Impressions
 - 9.4. Relations of Ideas and Matters of Fact
 - 9.5. Causation and Custom
 - 9.6. Induction
 - 9.7. Personal Identity

- 10. Kant
 - 10.1. Empiricism and Rationalism
 - 10.2. Kant and the Critiques
 - 10.3. Analytic and Synthetic
 - 10.4. Transcendental Deduction
 - 10.5. Unity of Apperception

- 11. Hegel
 - 11.1. Reaction to Fichte and Schelling

- 11.2. Subjective vs. objective idealism
- 11.3. Dialectical reasoning
- 11.4. Dialectic, Geist and History

Suggested Texts

- Baird, Forrest and Walter Kaufmann, eds. 2003. *Modern Philosophy* Fourth Edition. Forrest Prentice Hall.
- Cottingham, John. 1988. *The Rationalists*. Oxford University Press.
- Kenny, Anthony. 2006. *The Rise of Modern Philosophy*. Oxford: Oxford University Press.
- Woolhouse, Roger. 1988. *The Empiricists*. Oxford University Press.

Bibliography

- Anscombe, Elizabeth and Peter Thomas Geach, eds. 1975. *Descartes Philosophical Writings*. London: Open University Press.
- Atherton, Margaret. 1994. *Women Philosophers of the Early Modern Period*. Hackett Pub. Co.
- Ayers, Michael. 1991. *Locke: Epistemology and Ontology*. Oxford: Blackwell.
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- Blocker, H. Gene. 1998. *World Philosophy: An East-West Comparative Introduction to Philosophy*. New York: Prentice Hall.
- Brown, Deborah J. 2006: *Descartes and the Passionate Mind*. Cambridge: Cambridge University Press.
- Grant, Edward. 2006. *A History of Natural Philosophy*. Cambridge: Cambridge University Press.
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- Haakonssen, Knud 2006: *The Cambridge History of Eighteenth Century Philosophy*. Cambridge: Cambridge University Press.
- Hume, David. 1978. *A Treatise of Human Nature*. ed. Peter Nidditch. Oxford: Oxford University Press.
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- Kenny, Anthony, ed. 1994. *The Oxford History of Western Philosophy*. Oxford: Oxford University Press.
- Kenny, Anthony. 2006. *The Rise of Modern Philosophy*. Oxford: Oxford University Press
- Locke, John. 1975. *An Essay Concerning Human Understanding*, ed. Peter Nidditch. Oxford: Oxford University Press.
- Longuenesse, Beatrice. 2001. *Kant and the Capacity to Judge*. Princeton: Princeton University Press.
- Mackie, John. 1976. *Problems from Locke*. Oxford: Oxford University Press.
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- Radcliffe, Elizabeth, and Anand Jayprakash Vaidya. Eds. 2007. *Late Modern Philosophy*. Oxford: Oxford University Press.

- Safavi, Seyed G. *A Comparative Study of Islamic and Western Philosophy*. London Academy of Iranian Studies.
- Schott, Robin May ed. 1997. *Feminist Interpretations of Kant*. College Park: University of Pennsylvania Press.
- Smith, Norman Kemp. 1933. *A Commentary to Kant's Critique of Pure Reason*. London: Macmillan.
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Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division AHUM		1c. Department Philosophy	
2. Course Prefix PHIL	3. Course Number A301	4. Previous Course Prefix & Number NA		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Ethics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Philosophy Major, Philosophy Minor					
14. Coordinate with Affected Units: CAS, English Department, UAA Faculty Listserve Department, School, or College <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description An introduction to major theories in normative ethics and metaethics, and the arguments of important moral philosophers. Emphasis on critical reasoning, as well as evaluation and analysis of arguments. Includes the application of ethical theory to contemporary moral issues, such as rights and distributive justice, environmental and animal issues, abortion, terrorism, and euthanasia.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 with minimum grade of C.		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action GER revision update course description and added goals and outcomes.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 28 Date

COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A301

D. Number of credits/CEU's and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Ethics

G. Grading Basis: A-F

H. Course Description: An introduction to major theories in normative ethics and metaethics, and the arguments of important moral philosophers. Emphasis on critical reasoning, as well as evaluation and analysis of arguments. Includes the application of ethical theory to contemporary moral issues, such as rights and distributive justice, environmental and animal issues, abortion, terrorism, and euthanasia.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide techniques for critical thinking in ethical reasoning.
- Provide instruction and evaluation of leading ethical theories and their application to contemporary moral issues.
- Provide learning opportunities for effective communication and engaged learning.

Student Outcomes. Students will be able to:

- Demonstrate orally and in writing critical thinking skills on ethical problems.
- Demonstrate orally and in writing knowledge of key issues and arguments in classical and contemporary ethics.
- Demonstrate orally and in writing knowledge of influential ethical theories and approaches and how they apply to major issues.

IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation may include, but not be limited to, case studies, group work, service learning projects, class reports, Blackboard discussion groups, papers and exams.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course's subject matter requires critical and mature examination of contemporary ethical topics and analysis. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course

VI. Sample Course Outline

1. What is ethics?
 - 1.1. Philosophical method – argumentation
 - 1.2. Normative and Non-Normative Ethics
2. Metaethics
 - 2.1. Moral Realism and Anti-realism
 - 2.2. Cognitivism and Non-cognitivism
 - 2.3. Internalism and Externalism
3. Ethical Relativism
 - 3.1. Anthropological views of ethics
 - 3.2. Critiques of Relativism
 - 3.3. Ethics and Religion
4. Ethical and Psychological Egoism
 - 4.1. Ring of Gyges – Plato
 - 4.2. Rationality and Self-Interest
 - 4.3. Egoism Social Contract Theories
 - 4.4. Sociobiological Arguments
 - 4.5. Critiques of Egoism
5. Utilitarianism
 - 5.1. Benthamite Pleasure Calculus
 - 5.2. J.S. Mill's Happiness Principle
 - 5.3. Rule and Act Utilitarianism
 - 5.4. Trolley Dilemmas
6. Kantian Ethics
 - 6.1. Deontological Ethics
 - 6.2. Categorical Imperative

6.3. Perfect and Imperfect Duties

7. Human Rights and Justice

- 7.1. Poverty and Justice
- 7.2. Moral Responsibility to Distant Others
- 7.3. Lifeboat Ethics
- 7.4. Globalization and Worker's Rights

8. Virtue Ethics

- 8.1. Aristotle – Defining the Virtues
- 8.2. Emotions and Reason in Ethics
- 8.3. Living a Virtuous Life
- 8.4. Human Capabilities and Human Rights

9. Feminist Ethics

- 9.1. Bias in Traditional Ethics
- 9.2. Gilligan and Kohlberg
- 9.3. Caring and Ethics
- 9.4. Situationalist Ethics

10. Abortion Rights

- 10.1. Definition of Persons
- 10.2. Rights Perspective
- 10.3. Ethics of Care Perspective

11. Euthanasia

- 11.1. Active and Passive Euthanasia
- 11.2. Respect for Autonomy
- 11.3. Responsibilities of Medical Professionals

12. Environmental Ethics

- 12.1. Animal Rights
- 12.2. Biomedical Research
- 12.3. Value of Nature
- 12.4. Global Warming and Global Responsibilities.

13. War and Terrorism

- 13.1. The Concept of a “Just” War
- 13.2. War, Humanitarian Intervention and Human Rights
- 13.3. Violent and Non-violent Responses to Political Authority

Suggested Texts:

Almond, Brenda and Donald Hill, eds. 1991. *Applied Philosophy: Morals and Metaphysics in Contemporary Debate*. New York: Routledge.

Beauchamp, Tom. 2001. *Philosophical Ethics: An Introduction to Moral Theory*. Boston: McGraw-Hill.

Boss, Judith. 2006. *Analyzing Moral Issues*, Boston: McGraw Hill.

Rachels, James. 2006. *The Elements of Moral Philosophy* Boston: McGraw-Hill.

Rachels, James. 2006. *The Right Thing To Do*. Boston: McGraw-Hill.

Thiroux, Jacques and Keith Drasemann. 2007. *Ethics: Theory and Practice*. New Jersey: Pearson.

Timmons, Mark. 2006. *Disputed Moral Issues*. Oxford: Oxford University Press.

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Bok, Sissela. 1989. *Lying: Moral Choice in Public and Private Life*. New York, Random House

Cahn, Stephen and Joram Haber 1995. *20th Century Ethical Theory*. New Jersey: Prentice Hall.

Dancy, Jonathan. 1993. *Moral Reasons*. Oxford: Blackwell, 1993.

Dworkin, Ronald. 1994. *Life's Dominion*. New York: Vintage.

Kamm, Frances M. 2006. *Rights, Responsibilities and Permissible Harm*. Oxford: Oxford University Press.

Gilligan, Carol. 1982. *Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Glover, Julian. 2001. *Humanity: A Moral History of the Twentieth Century*. New Haven: Yale University Press.

Held, Virginia. 1993. *Feminist Morality*. Chicago: Chicago University Press.

Korsgaard, Christine. 1998. *The Sources of Normativity*. Cambridge: Cambridge University Press.

McMahan, Jeff. 1995. *Killing at the Margins of Life*. Oxford: Oxford University Press.

Mill, John Stuart. 1978. *Utilitarianism*, ed. Mary Warnock. London: Collins, 1978.

Moser Paul K. and Thomas L. Carson. 2001. *Moral Relativism: A Reader*. Oxford: Oxford University Press.

Nussbaum, Martha. 2006. *Frontiers of Justice: Disability, Nationality and Species Membership*, Boston: Belknap Press.

O'Neil, Onora. 2002. *Towards Justice and Virtue: A Constructive Account of Practical Reasoning*. Cambridge: Cambridge University Press.

Rawls, John. 2001. *Justice as Fairness: A Restatement*. Boston: Belknap Press.

Scanlon, Thomas M. 2000. *What We Owe to Each Other*. Boston: Belknap Press.

Singer, Peter. 1999. *Practical Ethics*. Cambridge: Cambridge University Press.

Singer, Peter. 2001. *Animal Liberation*. New York: Harper.

Smith, Michael. 1994. *The Moral Problem*. Oxford: Blackwell.

Williams, Bernard. 1985. *Ethics and the Limits of Philosophy*. Cambridge: Harvard University Press.



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Philosophy	
2. Course Prefix PHIL	3. Course Number A313	4. Previous Course Prefix & Number PHIL A313B		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Eastern Philosophy and Religion <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CAS Department, School, or College _____ Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action GER revision update course description and added goals and outcomes.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A313

D. Number of credits/CEU's and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Eastern Philosophy and Religion

G. Grading Basis: A – F

H. Course Description: Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. Instructional Goals and Student Outcomes

A. Instructional Goals: This course is intended to provide upper level students with a thorough understanding of religions as complex, contextualized phenomena. The course provides opportunities to grasp the basic structures, key terms and central philosophical concepts of major Eastern religious and philosophical traditions. Knowledge from this course better equips students to evaluate and respond as global citizens.

The instructor will:

- Provide students with a thorough understanding of religions and philosophies as contextualized and dynamic pieces of living cultures.
- Provide an enhanced knowledge of the interdisciplinary perspectives intrinsic to cross-cultural study of religion and philosophy (anthropology, folklore, history, ecology, sociology, theology).

- Provide substantial knowledge of key terms and concepts within each of the Eastern systems explored and exposure to non-deliberative ways of knowing.
- Provide the opportunity for students to enhance the following skills: critical thinking; accurate and aesthetic written communication; verbal facility in presentation and discussion; active listening and enacted respect for others.

B. Student Outcomes: At the end of the course students will be able to:

- Demonstrate knowledge of the key figures, common terms, symbols, texts, narratives, divisions and practices of the studied systems.
- Demonstrate knowledge of the interplay between culture and history
- Demonstrate knowledge of the interconnections between religion and philosophy.

IV. Guidelines for Evaluation and Assessment:

Typical evaluation methods will include exams, in-class writing assignment, projects and research papers, group presentations, debates, participation in small group and full-class discussions.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course's subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. The course work also requires mastery of an exceptionally large number of foreign (e.g. – Sanskrit, Pali, Chinese and Japanese) terms and concepts as well integration of insights from various disciplinary fields. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course

VI. Sample Course Outline

1. Introductory Model and Issue
 - 1.1. Characteristics of Eastern Philosophies & Religions
 - 1.2. Alverson's Cube
 - 1.3. Said and Orientalism
2. Hinduism
 - 2.1. Key Concepts
 - 2.2. Pre-Vedic Era
 - 2.3. Vedic Era
 - 2.3.1. Veda Composition
 - 2.3.2. Brahmins and Castes
 - 2.3.3. Cosmic Homology & Ritual
 - 2.3.4. Upanishads
 - 2.3.5. Epics
 - 2.3.6. Hindu Deities
 - 2.3.7. Schools of Indian Philosophy
3. Buddhism

- 3.1. Life & Mythology of Siddhartha Gautama/ Buddha
- 3.2. Buddhist Dharma
 - 3.2.1. Four Noble Truths
 - 3.2.2. Eight-fold Path
 - 3.2.3. Anatman
 - 3.2.4. Karma
 - 3.2.5. Dependent Origination
 - 3.2.6. Awake/ Enlightenment & Nirvana
- 3.3. Theravada Buddhism
 - 3.3.1. Pali Canon
 - 3.3.2. Asoka
 - 3.3.3. Theravada Today
- 3.4. Mahayana Buddhism
 - 3.4.1. Bodhisattvas and Universal Enlightenment
 - 3.4.2. Three Bodies & Buddha-Nature
 - 3.4.3. Branches of Mahayana
- 3.5. Vajrayana Buddhism
 - 3.5.1. Names and Distinctions
 - 3.5.2. Three Roots
 - 3.5.3. Historical-Political Dimensions
4. Confucianism
 - 4.1. Background
 - 4.1.1. Chinese Folk practices
 - 4.1.2. Duke of Chou & Dynastic Deterioration
 - 4.1.3. Sketch of Master K'ung
 - 4.2. Key Teachings
 - 4.2.1. Ren and *Li*
 - 4.2.2. Five Relationships and Anthropocosmic Schema
 - 4.2.3. Education and Five Classics
 - 4.2.4. Human perfectibility
 - 4.2.5. Governance through moral persuasion
 - 4.3. Mencius, Mozi and Xunzi: Views of human nature
 - 4.4. Neo-Confucianism and Zhu Xi
5. Daoism
 - 5.1. Lao-Tzu traditions
 - 5.2. Three major types of Daoism
 - 5.3. Key Philosophical Concepts
 - 5.3.1. Yin-Yang
 - 5.3.2. Wu-wei
 - 5.4. Health & Longevity – *Qi*
 - 5.5. Religious Daoism
6. Blended Traditions
 - 6.1. Complementary systems
 - 6.2. Shinto in Japan

Suggested Texts:

- Bresnan, P. 2007/1999. *Awakening: An Introduction to the History of Eastern Thought*, Third Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Koller, J. M. 2007/1998. *Asian Philosophies*, Fifth Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Novak, P. 1995. *The World's Wisdom: Sacred Texts of the World's Religions*. San Francisco: HarperSanFrancisco.
- Oxtoby, W.G. (Ed). 2002. *World Religions: Eastern Traditions*, Second Edition. New York: Oxford University Press.

Source Documents: (The following come in various translations and editions. Any edition published by an academic publisher would be acceptable.)

Analects of Confucius
Bhagavad Gita
Tao Te Ch'ing
Upanishads

Bibliography

- Abram, D. 1996. *The Spell of the Sensuous: Perception and Language in a More-Than-Human World: 3135*. New York: Vintage Books.
- Alverson, H. 1989. "Culture and Economy: Games That 'Play People.'" *The Methodology of Economic Thought*, M.R. Tool and W.J. Samuels (Eds), Second Edition. Oxford, UK: Transaction Publishers.
- Bailey, G and I. Mabbett. 2003. *The Sociology of Early Buddhism*. Cambridge, UK: Cambridge University Press.
- Baird, F. and R. Heimbeck. 2006. *Asian Philosophy Philosophic Classics*, Volume VI. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Barnes, N. 2002. "Women and Buddhism in India." *Women in Indian Religions*. New Delhi: Oxford University Press.
- Brannigan, M. 2005. *Ethics across Cultures: An Introductory Text with Readings*. New York: McGraw Hill.
- Dhand, A. 2002. "The Dharma of Ethics, the Ethics of Dharma." *Journal of Religious Ethics* 30.3: 347-372.
- Eck, D. 1998. *Darsan: Seeing the Divine Image in India*, Third Edition. New York: Columbia University Press.
- Faure, B. 2003. "Monks, Mothers, and Motherhood, " "Conflicting Images." *The Power of Denial: Buddhism, Purity, and Gender: 145-215*. Princeton, NJ: Princeton University Press.
- Flood, G. 1997/1996. *An Introduction to Hinduism*. New York: Cambridge University Press.
- Hawley, J.S. and D.M. Wulff. 1986/1982. *The Divine Consort: Radha and the Goddesses of India*. Boston: Beacon Press.
- Hopfe, L and M. Woodward. 2007/1998. "Taoism." *Religions of the World*. Tenth Edition. Upper Saddle River, NJ: Pearson/ Prentice Hall.
- Ivanhoe, P.J. 2000. *Confucian Moral Self Cultivation*, Second Edition. Indianapolis: Hackett Publishing Co., Inc.

- Jagannathan, S. and N. Krishna. 2003/1992. *Ganesha: The Auspicious The Beginning*. Ballard Estate, Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
- Kinsley, D. R. 1988/1986. *Hindu Goddesses: Vision of the Divine Feminine in the Hindu Religious Tradition*. Berkeley: University of California Press.
- Ko, D., J. K. Haboush, and J.R. Piggott (Eds). 2003. *Women and Confucian Cultures in Premodern China, Korea, and Japan*. Berkeley: University of California Press.
- Madsen, R. 2002. "Confucian Conceptions of Civil Society." *Alternative Conceptions of Civil Society*, S.
- Mitchell, D. 2002. *Buddhism: Introducing the Buddhist Experience*. New York: Oxford University Press.
- Mullen, E. 2004. "Tibetan Buddhist Views on Death: Compassion and Liberation." *Death and Dying in World Religions*, L. Bregman (Ed). Boston: Pearson Custom Publishing.
- Ohnuma, R. 2006. "Debt to the Mother: A Neglected Aspect of the Founding of the Buddhist Nuns' Order." *Journal of the American Academy of Religion* 74: 861-901.
- Porterfield, A. 1998. "Puja to the Hindu Goddess Devi." *The Power of Religion: A Comparative Introduction*. New York: Oxford University Press.
- Said, E. 1978. *Orientalism*. New York: Vintage Books/Random House.
- Sen, K. M. 1961. *Hinduism*. London & New York: Penguin
- Smith, H. 1991. "Taoism." *The World's Religions*. San Francisco: Harper San Francisco
- Suzuki, S. 1995/1970. *Zen Mind, Beginner's Mind: Informal Talks on Zen Meditation and Practice*. New York & Tokyo: Weatherhill.
- VanVoorst, R. 2006. *Anthology of World Scriptures*, Fifth Edition: 25-117; 137-184. Belmont, CA: Thomson/Wadsworth.
- Weigand, A. 2004. "The Chinese Experience of Death: Continuity in Transition." *Death and Dying in World Religions: An Anthology*, L. Bregman (Ed). Boston: Pearson Custom Publishing.
- Wei-ming, T. 1993. "Confucianism." *Our Religions*, A. Sharma (Ed). San Francisco: Harper.
- Xiaogan, L. 1993. "Taoism." *Our Religions*, A. Sharma (Ed). San Francisco: Harper.
- Yadlapati, M. 2005. "Sita and Sarah: Female Complementarity or Special Revelation?" Unpublished paper. AAR Conference, November 2005.
- Young, K. 2002. "Women and Hinduism." *Women in Indian Religions*. New Delhi: Oxford University Press.

COURSE CONTENT GUIDE

I. **Date of Course Initiation:** August 15, 2008

II. Course Information

A. College of School: College of Arts and Science

B. Course Subject: Philosophy

C. Course Number: PHIL A314

D. Number of credits/CEU's and Contact Hours:3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Western Religions

G. Grading Basis: A – F

H. Course Description: Study of three Western monotheisms – Judaism, Christianity, and Islam. Covers basic tenets, practices and histories of the monotheisms. Examines the intersections of religion with contemporary concerns such as gender, ethnicity, and violence.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. Instruction Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide students with a knowledge of religions as complex, contextualized phenomena.
- Provide opportunities to grasp key stories, terms, beliefs and rituals as well as the intertwined histories of the Abrahamic monotheisms.
- Provide knowledge in order to equip students to evaluate and respond as global citizens.

Student Outcomes. Students will be able to:

- Demonstrate knowledge of the key figures, stories, beliefs, practices, symbols, and texts of the studied systems.
- Demonstrate knowledge of the relationships and interplay between the Western monotheisms.
- Demonstrate knowledge of contemporary issues related to the intersections of religion and other contemporary foci – e.g. gender, ethnicity, and violence.

IV. Guidelines for Evaluation and Assessment:

Typical evaluation methods will include exams; in-class writing assignments; essays; quizzes; projects and research papers; group presentations; participation in small groups; and full-class discussions.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course's subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course

VI. Sample Course Outline

1. Introductory Model and Issue
 - 1.1. Characteristics of Western Monotheisms
 - 1.2. Alverson's Cube
2. Patriarchal Narratives
 - 2.1. Five Shared Patriarchs and Stories
 - 2.1.1. Traditional claims
 - 2.1.2. Oral and textual traditions
 - 2.1.3. Traditional genealogy
 - 2.2. Interpretations
 - 2.2.1. Important foci within each system
 - 2.2.2. Perceptions of the nature of "I AM"/"God /"Allah and humanity"
 - 2.2.3. Contemporary scholarship
 - 2.3. Symbols and Rituals Emerging from Narratives
 - 2.3.1. Contemporary presence – e.g. literature, art
 - 2.3.2. Multi-vocal phenomena
 - 2.4. Contemporary Issues Related to Specific Narratives
3. Judaism
 - 3.1. Historical Overview – 900 BCE to Present
 - 3.1.1. Early Kingdoms
 - 3.1.2. First diasporas -- Israel and Judah
 - 3.1.3. Hellenization Period
 - 3.1.4. Medieval
 - 3.1.5. Zionism – Early and Post-Holocaust
 - 3.1.6. State of Israel: religion, ethnicity, politics
 - 3.2. Contemporary Branches in US
 - 3.3. Text-based Torah
 - 3.4. Key Rituals and Holy Days
 - 3.5. Key Themes
 - 3.5.1. Covenant and Chosen People

- 3.5.2. Shalom – Justice and Flourishing
- 3.6. Holocaust
 - 3.6.1. On-going patterns
 - 3.6.2. Jewish voices – e.g. Wiesel
- 4. Christianity
 - 4.1. Life of Jesus
 - 4.2. Early Church
 - 4.2.1. Interplay with Judaism
 - 4.2.2. Separation from Judaism
 - 4.3. Historical Overview
 - 4.3.1. Persecution
 - 4.3.2. Constantine and State Religion
 - 4.3.3. Eastern Orthodoxy
 - 4.3.4. Medieval Latin Church
 - 4.3.5. Reformation & Counter-Reformation
 - 4.3.6. Religious Wars and Enlightenment
 - 4.3.7. US Religion
 - 4.4. Canon and Creeds
 - 4.5. Key Rituals and Holy Days
 - 4.6. Key Themes
- 5. Islam
 - 5.1. Life of Muhammad
 - 5.1.1. Historical record
 - 5.1.2. Stories and hagiography important to system
 - 5.1.3. Religious influences and early practices
 - 5.2. Early Ummah history
 - 5.2.1. Four Rightly-Guided Caliphs
 - 5.2.2. Sunni – Shi’a Split
 - 5.2.3. Other early factions
 - 5.3. Medieval Islam
 - 5.3.1. Conquests
 - 5.3.2. Philosophers
 - 5.3.3. Civilization
 - 5.4. European Colonization of the Arab World
 - 5.5. Modern history
 - 5.6. Five Pillars of Islam
 - 5.6.1. Connection to stories of Patriarchs and Prophet
 - 5.6.2. Holy Days
 - 5.6.3. Key Rituals
 - 5.6.4. Enacted themes
 - 5.6.5. Jihad as 6th Pillar
 - 5.6.6. Shari’ah: Law and Philosophy
 - 5.6.7. Qur’an
 - 5.6.8. Hadith and Sunnah
 - 5.6.9. Jurisprudence through analogy
 - 5.6.10. Consensus

- 5.7. 5.7 Islam Today
 - 5.7.1. Sunni Majority and Modernity
 - 5.7.2. Shi'ism
 - 5.7.3. Sufism
 - 5.7.4. Other Muslim Groups
- 6. Western Monotheisms and Female Gender
 - 6.1. Sacred Text versus Cultural/ Patriarchal Practices
 - 6.2. Demonarchy and the Importance of Ethnicity
 - 6.3. Colonization Effects on Women
- 7. Religion and Violence
 - 7.1. Sociologic Views of Religions as Resource Mobilization
 - 7.2. Religious Authorization of Violence
 - 7.3. Fundamentalism
 - 7.4. Key Examples
 - 7.4.1. Crusades
 - 7.4.2. Jihad
 - 7.4.3. Current Conflicts
- 8. Other Topics
 - 8.1. Baha'i
 - 8.2. Universal Claims and Proselytizing
 - 8.3. Faith Development Theory
 - 8.4. Sikhism
 - 8.5. Cosmology in the Monotheisms
 - 8.5.1. Death Practices
 - 8.5.2. Judgment
 - 8.5.3. Afterlife
 - 8.6. Apocalypse

Suggested Texts:

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Source Documents: (The following come in various translations and editions.)

Hebrew Bible
 Bible (Christian)
 Qur'an

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