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**MEMORANDUM**

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FINAL FACULTY SENATE APPROVAL ON MARCH 10, 2015

TO: Faculty Senate  
FROM: Jack Kirby   
DATE: January 28, 2015  
SUBJECT: Curriculum Proposal #14-15-18  
Department of Social Sciences, PHIL 2250, REV #1

I recommend approval of the attached REVISION #1, Curriculum Proposal #14-15-18. This proposal requests to change the course description for PHIL 2250: Great Philosophers.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Diana Noone  
Dr. Adam Podlaskowski  
Ms. Leslie Lovett  
Ms. Cheri Varkonda



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** #14-15-18 REVISION #1

**School/Department/Program:** College of Liberal Arts, Social Science, Philosophy

**Preparer/Contact Person:** Dr. Adam C. Podlaskowski

**Telephone Extension:** 4935

**Date Originally Submitted:** 11/12/2014

**Revision (Indicate date and label it Revision #1, #2, etc.):** 1/27/2015

**Implementation Date Requested:** Fall 2015

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The proposal is to change the course description for PHIL 2250, Great Philosophers.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. None

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. None

- C. Provision for interchangeable use of course(s) with program(s)

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

SEE APPENDIX A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

N/A

2. Include, as an appendix, a detailed course outline consisting of at least two levels.

N/A

3. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

N/A

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

N/A

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The original course description is misleading. It reads:

A survey of the historical development of western philosophical thought from ancient Greece to the twentieth century. This course is a continuation of PHIL 2200, covering the issues and philosophers in more analytical detail. The focus is on developing trends of thought as exhibited by the methods of the great philosophers, and the corresponding challenges presented by their critics.

The current description wrongly implies that it requires PHIL 2200 (Introduction to Philosophy) as a requisite. Also, it suggests an altogether more ambitious agenda than can be addressed in any depth within a semester. The proposed replacement (in Appendix A, below), remedies these shortcomings, striking the proper contrast with PHIL 2200.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. **FOR EXAMPLE:** Will new faculty, facilities, equipment, or library materials be required?

Honesty demands that misleading course descriptions should be replaced with descriptions that are not misleading.

**Note:** No new faculty, facilities, or equipment will be needed to provide this course to the students at Fairmont State University.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their approval of this proposal.

By signing here, you are indicating your college's/school's approval of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Dr. Deanna Shields	

- V. **ADDITIONAL COMMENTS.**

N/A

## APPENDIX A

### Revised Course Description:

*For your convenience, the original course description has been reiterated here:*

A survey of the historical development of western philosophical thought from ancient Greece to the twentieth century. This course is a continuation of PHIL 2200, covering the issues and philosophers in more analytical detail. The focus is on developing trends of thought as exhibited by the methods of the great philosophers, and the corresponding challenges presented by their critics.

*The revised course description follows:*

Great Philosophers	PHIL 2250	FSU	3 hrs.
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This course serves as an introduction to philosophy, using classic texts from the western philosophical tradition. Rather than being topic-based, this class focuses on prominent attempts to *systematically* answer a number of fundamental questions, including: Does knowledge rest on a foundation afforded by reason or the senses? Is there a privileged means of gaining knowledge? Or is one bound by one's individual perspective when gaining knowledge? And are sensible objects ultimately physical objects or constructions of the mind? By examining how philosophers have systematically answered these (and other) questions, students will not only have the opportunity to evaluate major achievements in our intellectual tradition, but also reinforce how the answer to one major question can condition answers to others (making for a consistent, and potentially intricate, position). Emphasis will also be placed on students acquiring the basic analytical and argumentative tools for grappling with philosophical issues.