

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: HISTORY AND PHILOSOPHY

COLLEGE: A&S

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1. Subject Code, Number, and Title: PHIL 332 History of Philosophy: Nineteenth Century

2. Credit Hours 3

3. Course Description

An introduction to the major philosophical themes of the 19th century that dominate 20th century European thought. These themes include the collapse of German Idealism and Romanticism, the death of God, the nature of historical process, evolutionary theory, and the implications of these themes for the concept of human freedom.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity
- Knowledge of the Disciplines**
 - Arts
 - Humanities
 - Science
 - Social Science

Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

This course is a writing intensive course in the philosophy program. Students will write 2 take-home essay exams and 6 interpretative papers. The interpretive papers are devoted to understanding and critiquing arguments put forward by someone else. The essay exams each provide a reasoned defense of a thesis. In each exam, students will choose an issue within nineteenth century thought, formulate a thesis and defend that thesis.

There are several kinds of philosophical writing: (1) Critiquing arguments put forward by someone else; (2) Interpretation: the identification of a philosophical problem, explanation of its meaning and significance to the field and proposed solution; and (3) Defending a thesis. Students will do all kinds of writing in this class.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

A. Writing Intensive Outcomes

- 1. Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**

Students will learn how to read and write philosophical papers. Philosophers read with several issues in mind: (1) What is the philosophical problem that the author proposes to address? (2) How does the author address the problem, and what is the most charitable interpretation of the author's argument? (3) Do the premises of the author's argument support his or her conclusion? Students will be involved in this type of reading throughout the course, as we read the work of nineteenth century philosophers and, in class discussions, reconstruct their arguments and critique their positions. The skills involved are analytical and critical reasoning, which are taught and reiterated in this course.

Students will demonstrate their ability to read and understand complex philosophical arguments by writing six critical interpretations, giving an in-class presentation based on their critical interpretation, and writing two take-home essay exams. Each essay exam requires the formulation of a thesis, the development of this philosophical position and a defense of that position.

2. Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a discipline.

A philosophical essay is a reasoned defense of a thesis. The purpose of such a paper is to establish the truth of a conclusion. Students will learn the strategies for writing such a paper. A draft will be turned in for comments and students will revise the essay in light of those comments. Essays will be assessed in light of the expectations of philosophical writing: (1) Is the thesis clearly stated? (2) Does the thesis contribute to a significant philosophical problem relevant to the course topic? (3) Do the author's premises support his or her conclusion – is the reasoning sound/cogent? (4) Are controversial premises supported? (5) Does the essay apply analytical and critical methods in the development and defense of the thesis?

3. Formulate research questions and employ strategies for researching and responding to those questions.

Students will identify a significant philosophical problem in nineteenth century philosophy and explain how the paper contributes to the solution. Students will formulate a thesis and defend that thesis. They will consider important objections to their arguments and respond to those objections. Students will apply analytical and critical methods in the development and defense of the thesis.

Philosophy is not an empirical discipline. Thus, research consists of reading the relevant background literature. Students will be introduced to various databases (e.g., The Philosopher's Index) that will help them find the background literature for their exam essays.

4. Use discipline-specific genres to communicate information.

The genres of philosophy are that of an argumentative paper and critical interpretation. Students will write a substantial argumentative paper in each of two take-home essay exams in which they demonstrate their ability to formulate a thesis and defend it. These essays will be modeled after philosophical journal articles. The critical interpretations demonstrate their ability to critically and analytically evaluate another's argument. With these assignments, students will acquire the skills necessary for professional philosophical writing.

5. Understand conventions for communicating, disseminating, and interpreting information within a discipline.

Students will understand, from reading and studying journal articles and texts, how philosophical argument is disseminated and communicated. Interpretation is an essential part of both reading and writing philosophy.

B. Assessment of Writing Intensive Outcomes

The critical interpretations and presentation will assess whether students have learned how to read and understand a philosophical argument (outcomes 1 and 5). The critical interpretations and presentation will also assess whether students have learned appropriate methods for critiquing an argument (outcomes 4 and 5). The exam essays will assess whether students have learned how to formulate and defend a thesis and respond to objections. Each essay exam will be done by a draft and final version. Students will revise their essays in response to comments. (Outcomes 1, 2, 3, 4, and 5)

Philosophy 332: History of Philosophy: Nineteenth Century

Catalog Description: An introduction to the major philosophical themes of the 19th century that dominate 20th century European thought. These themes include the collapse of German Idealism and Romanticism, the death of God, the nature of historical process, evolutionary theory, and the implications of these themes for the concept of human freedom.

Rationale: This course is a writing intensive course in the philosophy program. Students will write 2 take-home essay exams and 6 interpretative papers. The interpretative papers are devoted to understanding and critiquing arguments put forward by someone else. The essay exams each provide a reasoned defense of a thesis. In each exam, students will choose an issue in phenomenology, formulate a thesis and defend that thesis.

There are several kinds of philosophical writing: (1) Critiquing arguments put forward by someone else; (2) Interpretation: the identification of a philosophical problem, explanation of its meaning and significance to the field and proposed solution; and (3) Defending a thesis. Students will do all kinds of writing in this class.

Course Objectives: In this course, students will:

- Gain historical and conceptual knowledge of nineteenth century philosophy,
- Develop critical and analytical evaluations of nineteenth century approaches to philosophical problems,
- Write clear interpretations of the assigned reading,
- Learn to formulate a thesis and to defend it by reasoning,
- Participate in philosophical debate about topics in nineteenth century philosophy.

Required Materials:

Required Anthology: A text will be chosen from anthologies similar to those below:

- Nineteenth Century Philosophy*. Ed. Patrick Gardiner. The Free Press, 1969
- Kant and the Nineteenth Century*. Ed. W.T. Jones. 2nd Ed. Wadsworth, 1975
- Philosophic Classics: 19th Century Philosophy*. Ed. Forrest Baird. Vol. IV: 3rd Ed. Prentice Hall, 2003

Other Required Texts:

- Georg Wilhelm Friedrich Hegel, *Reason in History*. Trans. Robert S. Hartmann. Prentice Hall, 1953 (*most recent reprint*)
- Friedrich Nietzsche, *On the Genealogy of Morality*. Ed. Maudemarie Clark. Hackett, 1998

Methods of Evaluation:

Exam Essays

You are to formulate a guiding question, a thesis as a solution, and defend the thesis. Your paper must deal with a phenomenological issue covered in class. However, your guiding question and your solution should be unique in comparison to the authors studied. Everyone must turn in at least one rough draft. I will comment on your draft and return it to you. I expect you to take my comments into consideration when you revise your paper. A detailed assignment and guidelines will be passed out in class.

Criteria for Evaluation of Exam Essays (handout)

1. The guiding question and the thesis are clearly stated.
2. The contribution of this thesis to a general problem in 19th century philosophy is clearly explained.
3. The paper is well organized:
 - a. the paper progresses logically, transitions are clear, the reader can easily follow the paper
 - b. each paragraph is well structured
 - c. sentences are well structured and grammatical; spelling and punctuation is accurate
4. The arguments in the paper support the thesis. Controversial premises are supported.
5. Terminology is used appropriately. Vague/ambiguous/technical terms are defined.
6. Analytical and critical methods are used in this essay to develop and support the thesis.

Critical Interpretations (two single-spaced, typed pages)

The critical interpretations will be partially objective and partially your original work. I will ask you to identify the philosophical problem that the author proposes to address, explain by what concepts and reasoning the author addresses the problem, and then critique it. I will give you a handout to help you prepare your critical interpretation. The handout will list some of the philosophical problems found in the unit from which you may choose, and guidelines for analytical and critical thinking.

Presentation

I will ask you to lead the class discussion on a given day. You will present your critical interpretation of the assignments we are talking about and raise questions for discussion. Since everyone will have read the paper carefully, you won't be discussing this by yourself. Guidelines for your presentation are the same as the handout for critical interpretations.

Guidelines for Critical Interpretation (handout)

(Two single-spaced, typewritten pages)

- (1) What is the philosophical problem that the author intends to address?
- (2) By what concepts and reasons does the author address the problem?
- (3) What is the author's conclusion?
- (4) What is your analytical and critical assessment of the author's reasoning? Choose some analytical and critical considerations, provided below, to use in your interpretation. (Your will need to continue this critique on the second page of your paper)

Analytical and Critical Thinking (handout)

Two philosophical tools are indispensable to this course and to philosophy in general: **analytical** thinking and **critical** thinking. These tools should be used in your class participation as well as in your writing assignments.

What does "analytical" mean?

The purpose of analysis is to find out what the author believes and to understand as best you can. To analyze something is to break it into parts or smaller units. Thus you need to distinguish main ideas from supporting ideas and to determine what claims the author is trying to persuade the reader to believe. Here are some analytical questions that you should ask and answer as you read. Please note that each question can be comparative, if more than one author is analyzed.

- * What is the thesis or theses (the central idea or main point)?
- * What seems to be the guiding question or problem that the author answers in the thesis?
- * What are the premises used to support the thesis? (major reasons)
- * How are key terms defined? (major concepts)
- * What are the explicit assumptions made by the author?
- * What are the implicit assumptions made by the author?

What does "critical" mean?

Critical reading is evaluative, in which you determine your position with respect to the author's arguments. Critique requires you to evaluate the author's concepts, premises, thesis and assumptions. Here are some critical questions that help you evaluate the strengths and weaknesses of the author's viewpoint.

- * Are the most important concepts adequately defined? Are the premises (reasons) adequate support of the thesis? If not, what types of reasons should be added?
- * Are the author's explicit or implicit assumptions dubious, socially unjust or morally undesirable? Explain.
- * What are the important implications of the author's arguments? (Use counter-examples or hypothetical examples to test the implications)
- * Are these implications dubious, morally undesirable, socially unjust or simply false? Explain.

Devil's Advocate Role: Each student at least once, formally plays devil's advocate to the presenter. This is to stimulate philosophical class discussion. Guidelines and your assigned date to play devil's advocate are distributed in class.

Class Participation: Much of your learning will take place in interaction with the rest of the class. You are expected to participate actively in general discussion. Class participation requires preparation outside of class This consists of reading, thinking, and writing. You cannot participate unless you are present. Therefore, I will take daily attendance.

Outline of Content:

I. Kant's influence (Weeks 1 – 3)

Reading:

W.T. Jones, "Kant"

Kant, excerpts from *Groundwork of the Metaphysics of Morals* and *Prolegomena to Any Future Metaphysics*

CRITICAL INTERPETATION 1

II. Post-Kantian Idealism and Romanticism (Week 4-5)

Reading:

Fichte, "On the Foundation of Our Belief in a Divine Government of the Universe"

_____, "The Vocation of Man"

Schelling, excerpts from *Philosophical Inquiries Into the Nature of Human Freedom*

Schiller, excerpts from *The Aesthetic Education of Man*

Herder, excerpts from *God: Some Conversations*

CRITICAL INTERPRETATION 2

III. Freedom and the Will (Weeks 6-8)

Reading:

G.W. Hegel, excerpts from *The Phenomenology of Spirit*

_____, *Reason in History* (entire)

Schopenhauer, excerpts from *The World as Will and Idea*

CRITICAL INTERPRETATION 3

IV. The Death of God (Weeks 9-10)

Reading:

Feuerbach, "The Essence of Religion Considered Generally"

Kierkegaard, excerpts from *Concluding Unscientific Postscript* and *Fear and Trembling*

Friedrich Nietzsche, excerpts from *The Anti-Christ* and *Twilight of the Idols*

_____, *On the Genealogy of Morality* (entire)

CRITICAL INTERPRETATION 4

ROUGH DRAFT MIDTERM ESSAY

V. Evolution of the State (Weeks 11-12)

Reading:

Marx, excerpts from *Economic and Philosophic Manuscripts of 1844*, *The German*

Ideology, *Manifesto of the Communist Party*, *A Contribution to the Critique of Political*

Economy

CRITICAL INTERPRETATION 5

VI. Evolution of the Species (Weeks 13-14)

Reading:

Darwin, excerpts from *The Origin of the Species*, *The Descent of Man*

Spencer, "Progress: Its Law and Consequences"

CRITICAL INTERPRETATION 6

ROUGH DRAFT FINAL ESSAY

Requirements:

Take home midterm essay:	30%	
Take home final essay:		30%
Critical Interpretations (6):	30%	
Presentation and Devil's Advocate Role:		10%

Grading Scale:

A	94--100
A-	90--93
B+	87--89
B	84--86
B-	80--83
C+	77--79
C	74--76
C-	70--73
D	64--66
D-	60--63
E	0---59

Course Policies

Late Assignments. If you know that you will be unable to complete an assignment on time, please contact me as soon as possible to gain permission for an extension of the due date. Unexcused late assignments will lose 5 points for each day after the due date. No unexcused late assignment will be accepted more than two weeks after the due date. Excusable late reasons include: health, family or work emergencies. Be prepared to verify your emergency (funeral notice, doctor's note, etc.).

Academic Integrity. Academic dishonesty is penalized. Academic dishonesty includes cheating and plagiarism. For a definition of plagiarism and university policies regarding it, see the Office of Student Judicial Services page in the EMU website: <http://www.emich.edu/halle/plagiarism.html>. Penalties for dishonesty range from an "E" for the course to dismissal or suspension from the university. I report cases of dishonesty to the Office of Student Judicial Services for investigation.

Students with Disabilities. Reasonable accommodations will be provided for students with disabilities. Please speak with me at the beginning of the course.

Guidelines for Class Civility. All telephones and pagers must be turned off during class. You may not leave the room to answer the telephone unless it is an emergency. If you have an emergency, let me know. If you must come in late or leave the room briefly during class, you should be as quiet as possible. For example, do not slam doors, walk in late and come to the front of the room, interrupting the discussion or presentation in progress. All laptops or other devices that connect you with the internet must be turned off during class, unless I ask you to look up something for the class.