

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| 1. Course subject and number: | PHI 244: Existentialism | 2. Units: | 3 |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College:  | Arts and Letters | 4. Academic Unit: | Philosophy |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

Students will:

1. proactively engage with difficult reading material with the self-reflective aim of understanding and insight
2. make useful contributions to class discussions, often about complex and emotionally charged issues
3. diligently work to improve philosophical writing skills

Students will gain an expanded understanding of:

1. the nature of human freedom
2. the social context of human experience
3. the effect temporality and embodiment have on the meaningfulness of our lives
4. the philosophical and historical origins of existentialism

Students who pass this course will be able to:

1. read, write, and discuss existential issues in an informed and critical manner
2. reflect upon the nature of their own freedom, including its implications for meaningfulness and ethics
3. interpret and evaluate contemporary writings on the nature of freedom, morality, and the nature of the human person and its condition

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*)*

**This course will be a useful complement to the existing course catalog. First, it will give students the chance to study problems associated with dealing with their own existence and how to make sense of themselves and the world from the standpoint of existentialism. Second, similar courses at higher levels have proved engaging and exciting for students; this course, aimed at freshmen and sophomores, will likely help us recruit more students into the study of philosophy. Further, our recent external review recommended that we add one or two additional introductory courses to our curriculum to provide a stronger baseline for understanding various aspects of philosophy. The course will contribute to the degree program outcomes by helping students gain the ability to read and analyze contemporary philosophical work insofar as existentialism involves studying philosophers and philosophies that are reacting to, dealing with, and a part of the same world that we currently live in (2a), it will develop their ability to think and write clearly (3c), and they will be able to articulate modern ideas in existentialism to their philosophical and historical heritage (1b, 1c).**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

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| 8.  Long course title: | **EXISTENTIALISM**  |
|  *(max 100 characters including spaces)* |

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| 9. Short course title: | **EXISTENTIALISM** |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

**The study of existentialism focuses on the nature of human freedom and our ability to find a meaningful existence, while reading authors such as Hegel, Kierkegaard, Dostoyevsky, Nietzsche, Heidegger, Arendt, Sartre, Beauvoir, Merleau-Ponty, and Camus.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [ ]  No [x]

 If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes [ ]  No [x]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes [ ]  No [x]

       If yes, describe the impact. If applicable, include evidence of notification to and/or response from

 each impacted academic unit

14. Grading option:      Letter grade [x] Pass/Fail **[ ]**Both **[ ]**

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| 15. Co-convened with: | NA | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

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| 16. Cross-listed with: | NA |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [ ]     No [x]  |
|  16a. If yes, maximum units allowed? |  |  |
|  16b. If yes, may course be repeated for additional units in the same term? |  | Yes [ ]     No [ ]  |

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| 18. Prerequisites: |  |  |

 If prerequisites, include the rationale for the prerequisites.

None.

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| 19. Co requisites: |  |  |

 If co requisites, include the rationale for the co requisites.

None.

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | Joseph Arel, Julie Piering, Matthew Goodwin, Gregory Kirk, Russell Pryba. |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes [x]  No [ ]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes [ ]    No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **01/15/2014** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
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| Department Chair/Unit Head (if appropriate) | Date |
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| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
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| **Approvals:**  |  |
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| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
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| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

**Course Syllabus – Approved Format**

General Information

* College of Arts and Letters, Department of Philosophy
* PHI 244: Existentialism
* Offering: every spring
* Class contact hours: 2.5
* Credit hours: 3
* Possible instructors: Joseph Arel, Gregory Kirk, Julie Piering, Matthew Goodwin, Russell Pryba

Course prerequisites: none

Course description

Existentialism involves the study of the nature of human freedom and the possibilities of or the analysis of how there is meaning in our lives. The analyses given by people considered to be existential philosophers or writers include studying the basic structure of meaningful existence in general, which involves temporality, embodiment, as well as the personal, interpersonal, cultural, and political relationships and structures that ground our concrete existence in the world. Philosophers often studied include, among others, Hegel, Kierkegaard, Nietzsche, Dostoevsky, Heidegger, Sartre, Camus, Beauvoir, Fanon, and Merleau-Ponty.

Liberal Studies Distribution Requirement: Aesthetic & Humanistic Inquiry

Courses in the Aesthetic & Humanistic Inquiry Block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression. Existentialism is fundamentally about the human condition—the necessity for analyzing how humans can achieve meaningful lives, almost certainly the most pressing of all creative activity. Students studying existential philosophy will cultivate their capacities for analysis and ethical reasoning, and improve their understanding of many of the multiple facets of the human condition, among them the temporal nature of human existence and the significance of human embodiment, for examples.

Student Learning Objectives, Expectations, and Outcomes

Students are expected to:

1. proactively engage with difficult reading material with the self-reflective aim of understanding and insight
2. make useful contributions to class discussions, often about complex and emotionally charged issues
3. diligently work to improve philosophical writing skills

Students will gain an expanded understanding of:

1. The nature of human freedom
2. The social context our human experience
3. The affect temporality and embodiment have on the meaningfulness of our lives

Students who pass this course will be able to:

1. read, write, and discuss existentialism in an informed and critical manner
2. Understand the nature of their own freedom, including its implications for meaningfulness and ethics

Textbook and required materials

No specific textbook is required for the course. However, these books are examples of the kind of textbooks that would be appropriate:

Kierkegaard. *Fear and Trembling*

Dostoevsky, *Notes from Underground*

Nietzsche. *Thus Spoke Zarathustra*

Heidegger. *Being and Time*

Sartre. *Being and Nothingness*

Sartre. *Existentialism is a Humanism*

Beauvoir. *The Ethics of Ambiguity*

Camus. *The Myth of Sisyphus*

Camus. *The Stranger.*

Merleau-Ponty. *Phenomenology of Perception*

Course outline

Below is an outline of some of the main possible topics and some relevant readings.

1. The nature of freedom
	1. Hegel, *The Phenomenology of Spirit*
	2. Kierkegaard, *Fear and Trembling*
	3. Sartre, *Being and Nothingness*
	4. Merleau-Ponty, *Phenomenology of Perception*
2. The socially embedded nature of our existence
	1. Heidegger, *Being and Time*
	2. Fanon, *Black Skins, White Masks*
	3. Beauvoir, *The Second Sex*
	4. Ellison, *Invisible Man*
3. Our search for meaning
	1. Beauvoir, *The Ethics of Ambiguity*
	2. Camus, *The Myth of Sisyphus*
	3. Camus, *The Stranger*
	4. Nietzsche, *Beyond Good and Evil*

Assessment of Student Learning Outcomes:

Individual instructors will have the discretion to construct assessments and pace them as they see fit. In general, however, overall course assessments will take roughly this form:

10 – 20% for attendance and participation

50 – 60% for written work, for example some combination of small writing assignments, essay exams, and papers with expectations for accurate analysis of and insightful critique of classical and contemporary existential work.

20-30% for a final exam or final project with expectations for critical self-evaluation and/or scholarly analysis of existentialist work.

Grading System

*The course grading system will conform to the following general guidelines:*

*A = 100%–90%*

*B = 80%–89%*

*C = 70%–79%*

*D = 60%–69%*

*F = 0%–59%*

Course policies

* Attendance is required
* Plagiarism is a serious academic offence and it will be treated as such. Violations of academic integrity (e.g. plagiarism, cheating, and dishonesty) will be recorded with the university and will incur severe penalties, which may include course failure. See the NAU Student Handbook for policies.

**University Policies**

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [*http://home.nau.edu/diversity/*.](http://home.nau.edu/diversity/) If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), dr@nau.edu (e-mail)or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department’s administrative office and each college dean’s office or on their website: [*http://www.research.nau.edu/compliance/irb/index.aspx*](http://www.research.nau.edu/compliance/irb/index.aspx)*.* If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s *Student Handbook*[*http://www4.nau.edu/stulife/handbookdishonesty.htm*](http://www4.nau.edu/stulife/handbookdishonesty.htm)*.*

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

*The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.*

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”