University Studies Cluster Proposal Cover Sheet
For Academic Year 2009-2010

Cluster Proposed for: American Studies / American Philosophy
Title of course: American Philosophy
Course Number: PHL 422
Proposing Faculty: Jamie Ross
Cluster Coordinator: Thomas Fisher

Proposal Type:
___ Cluster Course to New Cluster
X___ New Course to Cluster
___ Removal

Other clusters this course is assigned to:

Proposals are due to the University Studies office (CH 117) with 12 duplicate copies by Friday, November 9, 2007 so that they may be reviewed and forwarded to the UCC Committee for final approval.

ORIGINAL
University Studies New Cluster Course Addition

Adding a previously unapproved course to a cluster

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name, signature, and department)  

PROPOSED CLUSTER(S)  

1. THE COURSE  

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

B. DEVELOPMENT Is the course based upon an existing course, or is it a new course under development?

C. AVAILABILITY
   With what regularity has the course been—or will the course be—offered?

D. PREREQUISITES
   List any course prerequisites beyond the cluster Sophomore Inquiry course.

2. COURSE OUTLINE. Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

1.  

3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
   Discuss the course content in relationship to the thematic focus of the cluster.

B. UNST GOALS Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).

C. CLASSROOM ENVIRONMENT Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.

see attached
Proposing Faculty: Dr. Jamie P. Ross

Proposed Cluster: American Studies

I THE COURSE

A. Course Title, Number and Catalog Description:

American Philosophy PHL422

Surveys important perspectives, ideas, and theories in the writings of major American philosophers. Focuses on four main topics: the pragmatic philosophy of John Dewey; pragmatism more generally, as developed in the work of Charles Peirce, William James, and George Herbert Mead; classical American philosophy more generally still, as articulated in the writings of Josiah Royce and George Santayana (in addition to Peirce, James, Dewey, and Mead); and the larger intellectual and cultural context of this philosophy, as found in both earlier writers, (e.g., puritans, American enlightenment figures, and transcendentalists) and later, contemporary authors rooted in the pragmatic tradition.

B. Development: Existing Course

C. At least every other year

D. No prerequisites; recommended - history of philosophy courses and/or general philosophy course. See syllabus attached.

II. GENERAL EDUCATION GOALS:

Sophomore Inquiry: American Studies (UNST 212)

This course introduces students to the interdisciplinary field of American Studies, provides a focus through which to explore sources in the humanities, social sciences, natural sciences and performing arts, and offers an opportunity to acquire a variety of skills important in college and the work worlds. As the interdisciplinary study of American Culture, the course focuses on a comparison of “voices” or perspectives as a way of knowing American artifacts, policies, and places. Although the focus of each class may differ, they will all use their subjects as a laboratory for learning the methods and
perspectives of American Studies. In the process, students will become familiar with something of the culture, character, and environment of the United States. Each class will focus on several main “texts” or projects during class and students will do an additional project either outside class and/or in their mentor sections.

American Philosophy PHL 422 (proposed course for inclusion)

A. Course Content:

This course surveys important perspectives, ideas, and theories in the writings of major American philosophers. The course focuses on four main topics: the pragmatic philosophy of John Dewey; pragmatism more generally, as developed in the work of Charles Peirce, William James, and George Herbert Mead; classical American philosophy more generally still, as articulated in the writings of Josiah Royce and George Santayana (in addition to Peirce, James, Dewey, and Mead); and the larger intellectual and cultural context of this philosophy as found in the works of Jane Addams, Charlotte Perkins Gilman, and Alain Locke as well as Charlene Haddock Seigfried and Richard Rorty, contemporary authors rooted in the pragmatic tradition.

This course aims to provide an understanding of the American philosophical tradition, the relation of American philosophy to the history of philosophy more generally, and the connections between American philosophy and American culture. In addition, the course seeks to provide an opportunity for students to reflect on the value and viability of American philosophy in light of contemporary conditions.

B. UNST Goals:

1. Inquiry and Critical Inquiry: John Dewey is the front runner of establishing a theory of critical inquiry. Critical Inquiry is a typically American product stemming from the pragmatist’s philosophical tradition. Consequently, critical inquiry and the components of such a theory are the main focus of the course. Critical inquiry in this philosophical tradition involves the analysis of different systems of knowledge.

2. Communication: Written analytic essays and articulate verbal communication are also the focus of the individual’s evaluation in this course.

3. Human Experience: American pragmatism is explored as a response to British and Scottish influences. Consequently, we analyze the extent to which American philosophy evolves as a discipline quite independent of earlier traditions. This evolution of human thought explores the cultural, intellectual and social perspectives that influence this change.
4. **Ethical Issues and Social Responsibility**: We explore individuals on the margins of American society and how their location influences their placement in the history of American Philosophy. In particular, we explore how Dewey’s rejection of traditional philosophy opens up avenues for understanding a diversity of new social perspectives. This investigation, in turn, creates new arenas of social responsibility, i.e., social work and educational theory, as departments of serious academic research.

**C. Classroom Environment:**

The class is run as a seminar. The students are asked to interpret primary texts and articulate their individual understandings through a series of papers and discussion.
Phil 422U: American Philosophy (Tues./Thurs. 10-11:50)

Dr. Jamie P. Ross
Philosophy & Univ. Studies
Cramer 117M
503-725-8370
rossj@pdx.edu

OFFICE HOURS: Tues. 2-3/Thurs. 9-10

COURSE DESCRIPTION:
This course surveys important perspectives, ideas, and theories in the writings of major American philosophers. The course focuses on four main topics: the pragmatic philosophy of John Dewey; pragmatism more generally, as developed in the work of Charles Peirce, William James, and George Herbert Mead; classical American philosophy more generally still, as articulated in the writings of Josiah Royce and George Santayana (in addition to Peirce, James, Dewey, and Mead); and the larger intellectual and cultural context of this philosophy as found in the works of Jane Addams, Charlotte Perkins Gilman, and Alain Locke as well as Charlene Haddock Seigfried and Richard Rorty, contemporary authors rooted in the pragmatic tradition.

OBJECTIVES:
This course aims to provide an understanding of the American philosophical tradition, the relation of American philosophy to the history of philosophy more generally, and the connections between American philosophy and American culture. In addition, the course seeks to provide an opportunity for students to reflect on the value and viability of American philosophy in light of contemporary conditions.

1. John Dewey is the front runner of establishing a theory of critical inquiry. Critical Inquiry is a typically American product stemming from the pragmatist's philosophical tradition. Consequently, critical inquiry and the components of such a theory are the main focus of the course. Critical inquiry in this philosophical tradition involves the analysis of different systems of knowledge.

2. Written analytic essays and articulate verbal communication are also the focus of the individual's evaluation in this course.

3. American pragmatism is explored as a response to British and Scottish influences. Consequently, we analyze the extent to which American philosophy evolves as a discipline quite independent of earlier traditions. This evolution of human thought explores the cultural, intellectual and social perspectives that influence this change.
4. We explore individuals on the margins of American society and how their location influences their placement in the history of American Philosophy. In particular, we explore how Dewey’s rejection of traditional philosophy opens up avenues for understanding a diversity of new social perspectives. This investigation, in turn, creates new arenas of social responsibility, i.e., social work and educational theory, as departments of serious academic research.

FORMAT: Informal lecture/discussion.

Smart Copy – (PACKET)

Students interested in further readings or secondary sources are encouraged to consult with me.

CLASS REQUIREMENTS:

1. Reading and assignments are due on the dates indicated on the syllabus.

2. Preparation for class, attendance at class, and participation in class discussions, group projects, and peer evaluations are also required and will play a role in the grade evaluation for the class. Attendance will be taken during all activities. (15%)

3. TAKE NOTES IN CLASS AND WHEN YOU READ MARK UP AND WRITE IN MARGINS OF THE READINGS

4. Any absences will affect your final grade. **More than three absences will lower your final grade by a whole letter.** A lot more than three absences will have further consequences.

5. **Analytic paper #1.** This paper should critically assess a central issue or argument in the work of Peirce, James, or Dewey. Specific topics should be chosen in consultation with me. (25%)

6. **Analytic Paper #2:** This paper should critically assess a central issue or argument in the work of Mean, Royce or Santayana in relation to Dewey or James. (25%)

7. **Analytic paper #3:** This paper should bring in the authors since paper #2 with previous authors. (35%)

8. Assignments will be distributed throughout the term in a timely manner and in detailed form. All written assignments are to be typed, double-spaced with one-inch margins and 12-point font using APA, MLA or Chicago style citation form.
9. Put your name, the course, my name and the course number at the top of every thing you hand in.

10. Everything you hand in should have a title and the title should be a question. If you have any questions regarding assignments it is your responsibility to meet with me to clarify your questions.

11. Late assignments will receive a severely lowered grade. Computer problems will not be excused. Give yourself enough time to catch computer problems. You will also receive a scoring guide that will give you a very good idea of how the quality of your work relates directly to grades.

12. All written papers may be rewritten in an effort to receive a better grade, but they must be substantially improved for any grade change.

13. Grading Criteria for formal assignments are divided into four main categories:
   • how insightful you are
   • how well you follow directions,
   • how well you express yourself in your efforts to interpret the reading material,
   • how good the mechanics of the paper are, i.e., form, flow, spelling, grammar, organization.

14. Students with disabilities will be accommodated. If you require assistance obtaining particular resources for your education please see the mentor or me.

15. University policy calls for severe sanctions for plagiarism or any other form of academic dishonesty. While I encourage you to discuss your assignments with other people, the final product must be your own work, containing full and proper citations to any work upon which you draw ideas or direct text, including class notes.

16. Please do not “come and go” during class. Take care of personal items before you come to class, i.e., Pee before you come to class.
REQUIRED READINGS: (subject to change)

WEEK ONE
4/1/08  -Introduction to Pragmatism
          Interview with PhilosophyTalk.org. (54 min. streaming audio
          http://www.philosophytalk.org/pastShows/Pragmatism.html

          Chapter in The Culture of Experience. Ill.:
          Waveland Press. 1987. ( PACKET)

WEEK TWO
4/8/08  -CAP 348-359  (Santayana)
- CAP: 1-9, 43-56, 71-75, 77-82  (Peirce) Pragmatism

4/10/08 -CAP: 140-151, 193-202  (James) Pragmatism
          60 min. discussion with Robert Richardson, James biographer.
          http://www.radioopensource.org/william-james-son-brother-hero/

WEEK THREE
4/15/08  -CAP: 161-193  (James) Pragmatism

          -class – short film – John Dewey – His Life and Work

WEEK FOUR
4/22/08  -CAP: 476-497  (Dewey) Dewey
          -hand out paper #1

- Phyllis Schlafly's interview of Henry Edmondson,
          author of John Dewey and the Decline of American
          Education:

WEEK FIVE
          - Analytic paper #1 due (with self reflection)

5/1/08  -CAP: 215-241  (James) Pragmatism
WEEK SIX
5/6/08  -CAP: 540-572, 589-592, 598, 606  (Mead)  Pragmatism
5/8/08  -CAP: 244-252, 275-287, 300-316  (Royce)  Class. Amer. Philosophy

WEEK SEVEN
5/13/08  -CAP: 625-645  (Addams)  Class. Amer. Philosophy/Feminism
  -Rewrites paper #1 due (with original)
  -hand out paper #2
5/15/08  -CAP: 340-348, 368-388  (Santayana)  Class. Amer. Philosophy

WEEK EIGHT
5/20/08  -CAP: 388-415  (Santayana)  Class. Amer. Philosophy
  -Analytic paper #2 due (with self reflection)
5/22/08  -CAP: 646-665  (Bowne)  Idealism/Personalism

WEEK NINE
5/29/08  -Guest Speaker – Larry Bowlden –  (James)

WEEK TEN
  -rewrites paper #2 due (with original)
  -handout paper #3
  -class - http://www.youtube.com/watch?v=jpf-ye31sYk  Contemporary Amer. Phil.

WEEK ELEVEN
6/10/08  -10:15 AM - Analytic paper #3 due in my mailbox in Cramer 117
OB TAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT [Signature]
CHAIR(S) [Name]

DATE: 4/23/08 DATE: __________________________

CLUSTER COORDINATOR [Signature]
[Name]

DATE: 4/28/08

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 117) BY NOVEMBER 9, 2007
COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: 

DATE: 12/1/08

CHAIR, UNST COMMITTEE: 

DATE: 12/10/08