

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> Contact Name: E.V. McDermitt Phone: ext. 5323; emcdermitt@ubalt.edu
DEPARTMENT / DIVISION:
SHORT DESCRIPTION OF PROPOSAL New Course – Introduction to Philosophy as General Education [stand-alone] and Learning Community course PHIL 101: Introduction to Philosophy
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007

Box 1: TYPE OF ACTION ADD(NEW) <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION Non-Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)	DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
1. Experimental Course ¹	NOP	a, c, e	AC
2. Course Title	NO		ABCD
3. Course Credits	NO		ABCD
4. Course Number	NO		ABCD
5. Course Level	NO		ABCD
6. Pre & Co-Requisite	NO		ABCD
7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/> 8. New Course	NOP		ABCDEF
9. Deactivate a Course	NO		ABCDEF
10. Program Requirements	NO	b, c, d, e	ABCDEF
11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
12. Closed Site Program	NOT	e	ABCDHIK
13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
18. Program Termination	NO, 10	d, e	ABCDEFHIK
19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/> N. This Cover Sheet		<input type="checkbox"/> Q. Full 5-page MHEC Proposal	<input type="checkbox"/> T. Other
<input checked="" type="checkbox"/> O. Summary Proposal		<input type="checkbox"/> R. Financial Tables (MHEC)	
<input checked="" type="checkbox"/> P. Course Definition Document		<input type="checkbox"/> S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
New Course – PHIL 101: Introduction to Philosophy as General Education [stand-alone] and Learning Community course

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Donald C. Mulcahey</i>	<i>12/14/06</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Potthart</i>	<i>12-18-06</i>
C. College Dean	Dean: <i>Lyn W. King</i>	<i>1/3/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Andr M. Randall</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Myranda Gilligan</i>	<i>1/23/07</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: E.V. McDermitt	Phone: ext. 5323; emcdermitt@ubalt.edu
DEPARTMENT / DIVISION: Division of Legal, Ethical, & Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-20 and course name & number or program affected): New Course, Introduction to Philosophy (PHIL 101) as General Education [stand-alone] and Learning Community course		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Approval of an introductory level philosophy course that will fulfill a general education humanities/philosophy requirement.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Introduction to Philosophy	Course # / HEGIS Code: PHIL 101	Credits: 3

O-2: Set forth the rationale for the proposal:

Humanities, General Education Course to Support First- & Second-Year Programs. This course, as a stand alone offering, for General Education purposes can be the foundation, for addressing and satisfying of cross-curricular initiatives, goals, and objectives, among others, in the fields of National and Global Citizenship, Political and Social Ethics, Critical Thinking Skill-Development, and Discipline-based practice and application of Liberal Arts concepts. It will prepare the student for more active citizen participation, will assist the student to recognize the relevance and importance of our political and ethical heritage to every day life, and will allow the student opportunities to refine and hone her/his critical, analytic, oral communication, argumentation, and writing skills.

University of Baltimore

Document P: Required Format for Course Definition Document

1. **Date Prepared:** November 13, 2006
2. **Prepared by:** E.V. McDermitt
3. **Department:** Legal, Ethical, and Historical Studies
4. **Course Number:** PHIL 101
5. **Course Title:** Introduction to Philosophy
6. **Credit Hours:** 3 credits
7. **Catalog Description:** THIS COURSE SATISFIES THE 3-CREDIT HUMANITIES (HISTORY OR PHILOSOPHY) GENERAL EDUCATION REQUIREMENT

This course is designed to introduce students to the fundamental questions and problems of philosophy and to critically examine how some of the greatest philosophers in the history of western cultures have attempted to answer these questions. Emphasis is placed on students demonstrating their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions.

8. **Prerequisites:** None
9. **Faculty qualified to teach course:** F. Guy, D. Mulcahey, A. Walen, E.V. McDermitt
10. **Course Type/Component:** Lecture/Discussion
11. **Suggested Approximate Class Size:** 20-25
12. **Content Outline:** See Attachment A
13. **Learning Goals:** See Attachment B
14. **Assessment Strategies:** See Attachment B
15. **Suggested Text and Materials:** Readings from Plato, Aristotle, Descartes, Kant, Sartre, Russell, Einstein, Marx, Jefferson, Hobbes, Locke, Rousseau, Anselm, Aquinas, Pascal, the Koran, and others.

Attachment A: Course Topics

Part One: Theory of Knowledge (Epistemology): What can we know?

Topics: rationalism, empiricism, intuitionism, solipsism

Suggested Readings: Handouts excerpts: Plato, "The Myth of the Cave," "Zeno's Paradox," Aristotle's critiques of Plato, Descartes' "Cogito," Hume's "Inquiry," Kant on Synthetic/*a priori*, Nietzsche's attack on reason and science, Sartre and Russell, and Einstein [Relativity] and contemporary cosmology

Films: Any good murder mystery, "Rashomon" (or equivalent), *Crash*

Assignments: 1-2 pages on if you would bet your life against the chance to win \$1,000,000 that you know x for certain.

Role Playing: "Who Done It?" "Who am I?" "Who's Lying?"

Demonstrations: On Illusion. How do our senses fool us or mislead us?

Part Two: Metaphysics: What is Real?

Topics: appearance and reality, monism vs. dualism, eternal & temporal, mind & matter, physical & spiritual

Suggested Readings: A combination of above in Theory of Knowledge, and perhaps Parmenides & Plato, and Aristotle's critiques of Plato

Role Playing: a jury room, a board or directors' meeting, your work environment

Assignments: Write 1-2 pages on what you have thought to be real in your personal life but turned out to be "unreal." Define "unreal."

Part Three: Ethics: "What's the Best Way to Live My Life?"

Topics: Consequentialism vs. Non-Consequentialism, Duty, Virtue, "The Good Life," "The Right Thing to Do," "Justice," "Values," Law, Property, Discrimination

Suggested Readings: Handouts/short excerpts on Aristotle, Plato, Kant, Utilitarianism, the U.S. Constitution

Role Playing: Workplace issues, personal and family relationships,

Assignments: 1-2 page papers on your moral beliefs applied to every day issues and on your style of making moral and ethical decisions

Part Four: Political Philosophy: What is a Good Society? Is there a Best Society? What's Your Relationship TO Society? Capitalism vs other forms. Totalitarianism, Representative/Parliamentary Systems, Democracy, Authoritarianism, Dictatorship, Fascism

Topics: Citizenship, the State/Government, Rights Theories, Natural Law and Natural Rights, the Individual and Society, Forms of Government

Suggested Readings: Excerpt handouts from Plato, Aristotle, Marx, Jefferson, *The Federalist*, Hobbes, Locke, and Rousseau

Role Playing: Writing the rules for your club or association, creating ways to settle conflicts and disputes, writing membership rules for your club

Assignments: Write the rules for your club, or for your workplace

Part Five: Philosophy of Religion: Is there a God? Is Atheism acceptable? How do different cultures answer those questions?

Topics: Should we believe in a God? Does God exist? Is Atheism a good or bad idea? What are the major Religions in the world? How do they answer those questions? How do you? What's the difference between a theologian and a philosopher of religion? Should the government "establish" or "assist" religion?

Suggested Readings: Handouts from Anselm, Aquinas, Russell, Einstein, Pascal, Koran/Islam, Jefferson

Role Playing: The Atheist in the Foxhole, Government aid to religious schools, "A national religion"

Assignments: 1-2 page papers on each side of the debate on the existence of God, and on different religions' answers to the connections between religion and the State

Attachment B

Learning Goals. Students will demonstrate an ability to:	Assessment Strategies
Engage effectively in oral and written expression	Each unit within the course topics features a written assignment (1-2 pages each), a role playing exercise, and significant class discussion
Read and listen with comprehension	Each unit contains a significant amount of reading, and students will be required to demonstrate their understanding of their reading and of class lectures in their role playing exercise and in class discussions
Reason abstractly and think critically	Each of the written essays requires significant abstract reasoning and critical thinking. For example, the final paper asks students to join in the debate on different religions' answers to connections between religion and the State.
Nurture good citizenship and personal responsibility	Unit three focuses on personal ethics, and unit four focuses on the concept of a good society. The role playing exercise in unit four engages students in identifying ways to settle conflicts and disputes.
Demonstrate a capacity for and exercise of creativity (including new and original interpretations)	The role playing exercises develop students' capacity for creativity. For example, in unit two, students will creatively interpret and apply metaphysical concepts in a mock jury room or board of directors meeting.
Identify and think critically about the foundation of their own beliefs	The paper assignment in unit three focuses on identifying moral beliefs and applying them to everyday issues. The assignment for unit 4 requires students to apply these belief systems to a small group (i.e., a club or a workplace environment).
Read some of the major works in the history of philosophy	This course includes readings from Plato, Aristotle, Descartes, Kant, Sartre, Russell, Einstein, Marx, Jefferson, Hobbes, Locke, Rousseau, Anselm, Aquinas, Pascal, the Koran, and others.

Develop an understanding of the philosophical questions and answers posed by the major philosophers read	Students' understanding of the philosophical questions and answers posed by the major philosophers read will be assessed in the papers, role playing exercises, and class discussions as well as in the final exam.
Construct philosophical arguments in writing	The assignment design for each of the paper assignments requires students to demonstrate this learning.

General Education Approval Record

College of Liberal Arts

(to be used for "certifying" new and existing courses; use information about proposed course)

Course: Subject and Number (e.g., MATH 208) PHIL 101

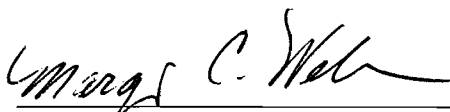
Course Name: Introduction to Philosophy

Division sponsoring the course: Legal and Ethical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **HUMANITIES- PHILOSOPHY**
GENERAL EDUCATION REQUIREMENT.

This course meets the following learning objectives of that general education requirement:

- Engage [effectively] in oral and written expression
- Read and listen [with comprehension]
- Reason abstractly and think critically
- Recognize and appreciate cultural diversity
- Nurture good citizenship and personal responsibility
- Analyze [written, visual art, or performing art] [by reasoning abstractly and thinking critically]
- Demonstrate a capacity for and exercise of creativity (including new and original interpretations)
- Appreciate forms of expression (written, visual art, or performing art)
- Identify and think critically about the foundation of their own beliefs
- Read some of the major works in the history of philosophy
- Develop an understanding of the philosophical questions and answers posed by the major philosophers read
- Construct philosophical arguments in writing



Signature (Marguerite Weber)

12/07/06

date