

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division Liberal Arts & Sciences 2. Academic Subject Code PHIL

3. Course Number T390 (must be cleared with University Enrollment Services) 4. Instructor Varies

5. Course Title Literary & Intellectual Traditions

Recommended Abbreviation (Optional) _____

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No x

9. Is variable title approval being requested? Yes x No _____

10. Course description (not to exceed 50 words) for Bulletin publication: Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, and conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: once a year Will this course be required for majors? No

15. Justification for new course: One of the Common Core courses for campuswide general education

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

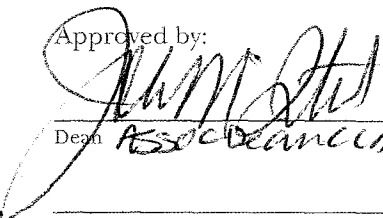
Submitted by:



Date 10/27/08

Department Chairman/Division Director

Approved by:



Dean Assoc Deans CAS

Date 4/14/08

Date _____

Dean of Graduate School (when required)

Chancellor/Vice-President

Date _____

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Proposal for *LITERARY AND INTELLECTUAL TRADITIONS*
A Common Core Course of the IUSB General Education Curriculum

NAME: Shockey, R. Matthew, Department of Philosophy, CLAS

Course title: *Literary and Intellectual Traditions – Nature and Modernity*

First Semester to be offered: Fall 2008 How frequently? Annually

COURSE DESCRIPTION

This course will look at how the revolutions in our understanding of the physical world in the 17th century and of the biological in the 19th have led to major conceptual transformations in how we understand nature, human nature, and the place of humans in nature. In so doing, the course will introduce students to important philosophical texts, concepts, and modes of reasoning, and it will explore connections between philosophy and other areas and modes of human inquiry. The course will have four parts. We will begin with a look at the so-called “mechanical” view of nature that provided the philosophical underpinnings of early modern science, and we will consider the way in which this theoretical understanding of nature was bound up with the practical aim of predicting and controlling nature. We will then consider the industrial revolution that this understanding of and attitude towards nature made possible, a revolution which not only relied on the successes of the mechanistic theory of nature but also attempted to remake the world of human labor on the model of a machine. Reading selections will be drawn from Francis Bacon, Rene Descartes, Thomas Hobbes, Robert Boyle, Julien Offray de La Mettrie, John Locke, and Adam Smith. In the second part of the course we will consider a number of critical reactions to the “Mechanical Age,” as Thomas Carlyle dubbed the era of the industrial revolution. Readings will include selections from Carlyle himself, Karl Marx, the American Transcendentalists Emerson and Thoreau, the early wilderness advocate John Muir and his rival Gifford Pinchot, and contemporary agrarian Wendell Berry. We will pay special attention to the Transcendentalists’ attempts to reconceive nature non-mechanistically, as a spiritual resource for humans rather than an object to be dominated and exploited, and to Marx, Thoreau, Muir and Berry’s criticisms of the mechanical transformation of human labor and separation from nature in industrial economies. Third, we will turn to modern science’s most striking challenge to older concepts of nature and human nature: Darwinism. We will read William Paley’s classical statement of the proof of God’s existence based on the apparent engineered quality of the world (the “argument from design”), sections of Darwin’s *Origin of Species* and *Descent of Man*, and excerpts from historical and contemporary works that consider the consequences for our own self-understanding of his theory of evolution by natural selection. In the last part of the course, students will carry out and present research projects that look at contemporary issues in which the goals of the early modern mechanists and industrialists to manipulate, control and transform nature come together with modern biology. Possible topics they might explore include biological enhancement of human physical and cognitive abilities, wilderness preservation and land-use policy, and industrial vs. traditional/organic agriculture.

SYLLABUS

I. Assignments

1. Each day students will be given a handful of questions to guide them through the reading and to use as a basis for in-class discussion. They will be expected to keep a binder with their notes and answers to these. I will collect this at the midterm and final and give high-pass, pass, low-pass, no-pass grades. 15%
2. Students will write two argumentative, philosophical papers, each with a required draft. I will spend some class time discussing how to write a critical, argumentative paper to prepare them for their first one, and I will comment on the drafts. For their second, they will workshop their drafts with each other. 20% each, 40% total.
3. There will be in-class midterm and final exams. 15% each, 30% total.
4. Students will, in groups, research contemporary issues involving the themes of the course and prepare an analytical paper and a presentation on their chosen topic. 15%

II. Schedule of Readings

Weeks 1-5: Nature as Machine

- Francis Bacon, excerpts from *Novum Organum* (on scientific method and commanding nature) and Galileo (on the mathematical language “spoken” by nature) (1 meeting)
- Rene Descartes, selections from the *Discourse on Method* (focusing on his dualism, his vision of the human dominance of nature, of the connection of that to medicine, and of his view of animals as machines) (2 meetings)
- Thomas Hobbes, excerpts from the introduction to the *Leviathan* (society as machine; materialism) (1 meeting)
- Robert Boyle, excerpts on “mechanical philosophy,” and La Mettrie, from *Man the Machine* (1 meeting)
- John Locke, excerpts from the *Second Treatise on Government* (on the labor theory of value), and Adam Smith, *The Wealth of Nations* (on the process of industrial production, i.e., specialization and division of labor) (2 meetings)
- Carlyle, “The Mechanical Age” (1 meeting)

Weeks 6-9: Backlash against Mechanism

- Rousseau, excerpts from *Discourse on the Origin of Inequality*, Marx, *Manuscripts of 1844* (nature as good, civilization as “fall,” money and inequality, humans as fundamentally laboring beings, alienation of laborer from self, products, and others in industrial society) (3 meetings)
- Emerson, “Nature” (1 meeting) (nature as spiritual resource)
- Thoreau, excerpts from *Walden* (on “economy” and nature; how work connects us to the world) (2 meetings)
- John Muir vs. Gifford Pinchot (preservation vs. conservation (“wise use”) of wilderness), selections TBA (1 meeting)
- Wendell Berry on industrial vs. traditional farming, readings TBA (1 meeting)

(midterm - 1 meeting)

Weeks 10-14: Darwin and Darwinism

(most readings here will be drawn from the Norton Critical edition of Darwin)

- William Paley, excerpt from *Natural Theology* (the “argument from design”) (1 meeting)
- Charles Darwin, excerpts from *Origin of Species* and *Descent of Man* (basic theory of evolution by natural selection; humans as products of evolution) (5 meetings)
- Herbert Spencer et al., excerpts on social Darwinism, readings TBA (2 meetings)
- Readings TBA on evolution and creationism (1 meeting)

Weeks 14-15: Presentation of Research Projects

(Final Exam)

Thomas, Susan Elaine

From: Chaney, Joseph R
Sent: Tuesday, April 22, 2008 12:52 AM
To: Thomas, Susan Elaine
Subject: RE: Course request for T390 from Philosophy

Hi, Susan:

Yes, it has been approved.

Joe

Joseph Chaney