PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF AN UNDERGRADUATE COURSE
(10000-40000 LEVEL)

DEPARTMENT: Philosophy
EFFECTIVE SESSION: Spring 2011

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

- [ ] New course with supporting documents
- [ ] Add existing course offered at another campus
- [ ] Expiration of a course
- [ ] Change in course number
- [ ] Change in course title
- [ ] Change in course credit/type
- [ ] Change in course attributes (department head signature only)
- [ ] Change in instructional hours
- [ ] Change in course description
- [ ] Change in course requirements/restrictions
- [ ] Change in semesters offered (department head signature only)
- [ ] Transfer from one department to another

PROPOSED:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>PHI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>10200</td>
</tr>
<tr>
<td>Long Title</td>
<td>Methods in the Humanities</td>
</tr>
<tr>
<td>Short Title</td>
<td>Methods in the Humanities</td>
</tr>
</tbody>
</table>

Abbreviated title will be entered by the Office of the Registrar if omitted. (30 CHARACTERS ONLY)

CREDIT TYPE:

<table>
<thead>
<tr>
<th>1. Fixed Credit: Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Variable Credit Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Cr. Hrs. (Check One)</td>
</tr>
<tr>
<td>Maximum Cr. Hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Equivalent Credit: Yes</th>
<th>No</th>
</tr>
</thead>
</table>

COURSE ATTRIBUTES:

<table>
<thead>
<tr>
<th>1. Pass/No Pass Only</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Satisfactory/Unsatisfactory Only</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Repeatable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Credit by Examination</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. Special Fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Registration Approval Type</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Variable Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Honors</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9. Full Time Privilege</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Off Campus Experience</th>
</tr>
</thead>
</table>

TERMS OFFERED:

Check All That Apply:

- [ ] Summer
- [x] Fall
- [x] Spring

CAMPUS(ES) INVOLVED:

- Calumet
- Cont Ed
- Ft. Wayne
- Tech Statewide
- Indianapolis
- N. Central
- W. Lafayette

Schedule Type

<table>
<thead>
<tr>
<th>Minutes Per Mtg</th>
<th>Meetings Per Week</th>
<th>Weeks Offered</th>
<th>% of Credit Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Prep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prac/Observe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):

Introduction to research tools and methodologies in the humanities stressing the development of skills necessary for effectively navigating reference sources, evaluating scholarly literature, working with primary texts, and understanding the norms and values of humanistic inquiry across the disciplines.

*COURSE LEARNING OUTCOMES:

The primary goal is to provide students with a toolkit for textual work, independent of their chosen major. A secondary goal is to allow students to gain an appreciation of what the humanities are about.

Calumet Department Head

[Signature]
04/23/10

Calumet School Dean

[Signature]
5/6/10

Fort Wayne Department Head

[Signature]

Fort Wayne School Dean

[Signature]

Indianapolis Department Head

[Signature]

Indianapolis School Dean

[Signature]

North Central Faculty Senate Chair

[Signature]

Vice Chancellor for Academic Affairs

[Signature]

North Central Faculty Senate Chair

[Signature]

West Lafayette Department Head

[Signature]

West Lafayette College/School Dean

[Signature]

West Lafayette Registrar

[Signature]

OFFICE OF THE REGISTRAR
PHIL 10200: "Methods in the Humanities"
(An Introduction to Fundamental Textual Skills as Required in the Humanities)

A. Background

While revising its program requirements, the Department of Philosophy has become increasingly aware, and quite painfully so, that our students lack an opportunity to learn first, what the humanities are in general; many are therefore prevented from developing some sort of self-identity as liberal arts students. Second, except for certain writing classes required by some programs within COAS (usually not taught as freshman classes), many if not most program curricula do not offer a course that is exclusively devoted to textual skills. Examples we have in mind include but are not limited to:

- methods and tricks that provide effective training for developing or improving close and critical reading skills;
- evaluating primary and secondary sources beyond what Helmke Library offers;
- understanding how to work with critical editions and what their rationale is;
- scholarly repercussions of working with primary sources in translation;
- formatting own texts according to scholarly standards.

Especially students who come from high-schools that didn’t prepare them well for college, are therefore prevented from learning, in a single dedicated course, about our expectations and lack an opportunity to develop and hone skills necessary to succeed in any program within COAS that relies heavily on primary and secondary texts.

This class is meant to remedy the situation just described; and although it is offered as a Philosophy class, it is designed to be of potential benefit to every student who enrolls. In order to keep the demand in credit hours reasonable, we decided to make it a one-credit hour class.
B. Course Description

B.1 Goals. The primary goal is to provide students with a toolkit for textual work, independent of their chosen major. A secondary goal is to allow students to gain an appreciation of what the humanities are about.

B.2 Contents. The course is divided into four major parts, A through D. Part A is about locating the humanities in terms of their history, their present function, their core set of values, and the principles that guide their inquiry. Texts we will work with in the part C are chosen to add to this initial introduction. Part B makes students familiar with research options for scholarly literature and focuses on searching for and then getting access to those texts. Part C teaches how to read texts effectively both for preparing classroom discussions and for writing assignments. Part D is on how to prepare, structure, and format a text according to scholarly standards.

Note. Instructors of the course (presently, Bernd Buldt, Dustin Moore, Erik Ohlander) would welcome input from other programs for inclusion of additional materials specific for that program. For example, in addition to a Religious Study list of recommended reference works or a Philosophy list of critical editions (both to be distributed in class), any such lists compiled by other programs could be included as well.

B.3 Pedagogy. Differing pedagogical approaches comes with different parts of the course. Part A is based on lectures, assigned readings, and class-room discussion. Supported by lecture and hand-outs to communicate the basics, part B features many homework assignments that ‘force’ students to actually use physical resources in Helmke Library (e.g., the reference section) as well as selected online resources. Part C delivers its contents by way of hands-on exercises: sample cases in class introduce, explain, and discuss a total of five different methods students can use to arrive at a close and critical reading of texts. These case studies are followed up by homework assignments and discussion of results in class. (The texts chosen for these exercises deal with the history and present condition of the humanities.) The pedagogy underlying Part D is similar to that of part B, prepared by lectures and hand-outs to communicate the basics, students have to solve homework problem that make sure lessons were understood.

B.4 Mission. To help students in the humanities to develop a positive self-identity (instrumental for their swift graduation) and to acquire textual skills necessary to succeed (not only) in the humanities.

C. Undergraduate Bulletin Text

Credit Hours: 1.00 Introduction to research tools and methodologies in the humanities stressing the development of skills necessary for effectively navigating reference sources, evaluating scholarly literature, working with
primary texts, and understanding the norms and values of humanistic inquiry across the disciplines.
P: none.

D. Sample Course Description

See attached.

E. Sample Class Schedule

See attached.
PHIL-10200: “Methods in the Humanities”
– Course Description –
[Term 20xx (Instructor Name)]

“Culture is activity of thought, and receptiveness to beauty and humane feeling. Scraps of information have nothing to do with it. A merely well-informed man is the most useless bore on God’s earth. What we should aim at producing is men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art.”
Alfred North Whitehead (“The Aims of Education”)

Contact Information
Instructor: [first name, last name, terminal degree]
Office: [LA xx]
Office hours: [day(s), time(s), or by appointment]
Phone: [1-6xxx]
E-mail: [ipfwID@ipfw.edu]

Course description and objectives
This class has two goals. First, to provide an introduction to what the humanities are, their history and present function, as well as to the norms, values, and principles that guide their inquiry. Second, to teach research tools and methodologies in the humanities, focusing on skills necessary for effectively navigating reference sources, evaluating scholarly literature, working with primary texts (incl. critical editions), and the formatting of scholarly texts.

Learning objectives and goals
Upon successful completion of this course, students are expected (specific skills):
• to have gained an appreciation of the humanities, its history and present function;
• to discuss theories and examine problems in a humanistic perspective.

Students are expected in particular to (transferable skills):
• to use certain tools for finding and evaluating scholarly texts;
• to use different methods that support the critical use of texts;
• to understand the rationale behind critical editions;
• to know expectation for formatting scholarly texts.

Course text
There is no required text book; contents is based on lecture notes, hand-outs, and texts that are made available as pdf-files. Texts we will read and use to demonstrate various close reading techniques include overviews on the history of the humanities, classics in the field (e.g., by Newman or Dilthey), and recent position papers (say, by the European Science Foundation or The National Humanities Center); see below for a preview of selected readings available online. Additional readings and reference works, however, strongly recommended for purchase to any serious student in one of the Humanities include:
• A Manual For Writers of Research papers, Theses, and Dissertations, by Kate L. Turabien et al., Chicago: University of Chicago Press, 72007.
• Style. Toward Clarity and Grace, by Joseph M. Williams, Chicago: University of Chicago Press, 21990.
Philosophy students may also consider:


Students who plan on going to graduate school may also consider two book that were 'looted' for the *Manual For Writers* mentioned above, namely:


**Attendance policies**

All class sessions take place in [L.A xx]. *Regular attendance* is required for a successful completion of the course; if you can’t attend, you must notify me before class starts. Missing class unexcused three times means you can’t receive a better grade than “D;” missing class unexcused five times means you’ll receive the grade “F;” two tardinesses or early departures equal one unexcused absence. That attendance is required also means that you are responsible for all material covered in class including handouts, changes in deadlines, and announcements generally. Use of cell phones in class is not permitted.

**Grading**

Grading is based on homework assignments (plus class participation if applicable).

1. *Homework assignments* are given every week and can range from reading assignments, completion of jobs in Helmke Library, and online searches to doing text-based exercises. Each homework assignment is determined either acceptable or not acceptable. Grading and determination of the *pre-final grade* is based on the following scale:

   - 14–15 acceptable = A; 12–13 acceptable = B; 10–11 acceptable = C; 8–9 acceptable = D.

2. *Class participation* factors in as follows: noticeable participation in classroom discussion raises the pre-final grade (the one based on homework assignments) by one-third letter grade, very good participation by two-third letter grade, outstanding participation by one full letter grade.

No late assignments will be accepted. Extensions will be given only in extraordinary circumstances, e.g., serious illness or family emergencies, and only before the due date of the homework assignment. If you think you may need an extension, contact me as soon as possible by e-mail or phone.

Although I encourage teamwork, all submitted assignments must be your own. If you use someone else’s words or ideas, these sources must be appropriately cited. *Cheating* will result in an “F” in this class and possibly further disciplinary action by the department, school, or university; see your student handbook and the bulletin for regulations and policies on academic honesty.

**Disabilities statement**

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (office: WU 113, phone: 1-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssd/.
Selected Readings

It is recommended that students familiarize themselves with the topic “Humanities: Past and Present” by downloading and reading some or all of the texts listed below before class starts.

ANONYMOUS: “(The Seven) Liberal Arts,”
http://www.newadvent.org/cathen/01760a.htm

BUGLIARELLO, GEORGE: “A New Trivium and Quadrivium,”
in: 2001 Sigma Xi Forum Online Proceedings, available online (7 pp):

EUROPEAN SCIENCE FOUNDATION (ESF): “Position Paper 2007,”
by the Standing Committee for the Humanities, Strasbourg: ESF (2007); available online:
http://www.esf.org/research-areas/humanities.html

FLEXNER, ABRAHAM: “The Usefulness of Useless Knowledge”
(Commencement Address, Bryn Mawr College, 2 June 1937), in Bryn Mawr Alumnae Bulletin, July 1937; available online:
www.admin.ias.edu/library.hs/da/UsefulnessOfUselessKnowledge.pdf

HARPHAM, GEOFFREY GALT: “Between Humanity and the Homeland: The Evolution of an Institutional Concept,”
in American Literary History 18, pp. 245-261 (2006); available online:
http://alh.oxfordjournals.org/cgi/reprint/18/2/245

NEWMAN, JOHN HENRY: “What is a University?”
in: “The Rise and Progress of Universities,” in Historical Sketches, Volume 3, London: Longmans, Green, and Co (1909), pp. 1–251, here: pp. 6–17 (= ch. 2); first published in Catholic University Gazette, Dublin: 1854; available online:
www.newmanreader.org/works/historical/volume3/universities/

KITAO, T. KAORI, and KENAN, WILLIAM R., JR.: “The Usefulness of Uselessness,”
(Keynote Address, The 1999 Institute for the Academic Advancement of Youth’s Swarthmore College, 27 March 1999); available online:
www.honors.ucr.edu/files/SUHP2006/usefulness.pdf
PHIL-10200: “Methods in the Humanities”
– Class Schedule –
[Term 20xx (Instructor Name)]

A. Introduction
1st week A Short History of the Humanities
2nd week Humanities: Wither Now?
3rd week Values and Norms of Humanistic Inquiry; Principles of Hermeneutics

B. Working with Secondary Sources
4th week Evaluating scholarly literature
5th week Working with reference tools

C. Working with Primary Sources
6th week Close Reading Skills (CRS-1): Building a Hermeneutic Horizon
7th week In-class exercises for CRS-1
8th week Close Reading Skills (CRS-2): Color Coding Techniques
9th week In-class exercises for CRS-2
10th week Close Reading Skills (CRS-3): Marginal Notes, Excerpts, Index Cards
11th week In-class exercises for CRS-3
12th week Understanding and working with translated primary sources
13th week Understanding and working with critical editions

D. Working on One’s Own Texts
14th week Nuts and bolts of essay writing
15th week Nuts and bolts of proper quoting and referencing