PURDUE UNIVERSITY  
REQUEST FOR ADDITION, EXPIRATION, 
OR REVISION OF AN UNDERGRADUATE COURSE  
(16000-49000 LEVEL)  

A&S: C.C.D 09-25  

DEPARTMENT Philosophy  
EFFECTIVE SESSION Spring 2019  

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

☐ 1. New course with supporting documents  
☐ 2. Add existing course offered at another campus  
☐ 3. Expiration of a course  
☐ 4. Change in course number  
☐ 5. Change in course title  
☐ 6. Change in course credit type  
☐ 7. Change in course attributes (department head signature only)  
☐ 8. Change in instructional hours  
☐ 9. Change in course description  
☐ 10. Change in course prerequisites/restrictions  
☐ 11. Change in semesters offered (department head signature only)  
☐ 12. Transfer from one department to another  

PROPOSED:  
Existing:  

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>PHIL</th>
<th>Subject Abbreviation</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>42200</td>
<td>Course Number</td>
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<tr>
<td>Long Title</td>
<td>Topics in Continental Philosophy</td>
<td>Long Title</td>
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<tr>
<td>Short Title</td>
<td>Topics Continental Philosophy</td>
<td>Short Title</td>
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Abbreviated title will be entered by the Office of the Registrar if omitted. (25 CHARACTERS ONLY)  

CAMPUS(ES) INVOLVED:  
- Calumet  
- Cont Ed  
- N. Central  
- Ft. Wayne  
- Tech Statewide  
- Indianapolis  
- W. Lafayette  

TERMS OFFERED: Check All That Apply:  
- Summer  
- Fall  
- Spring  

COURSE ATTRIBUTES: Check All That Apply:  
1. Pass/Not Pass Only  
2. Satisfactory/Unsatisfactory Only  
3. Repeatable  
4. Credit/No Credit  
5. Credit by Examination  
6. Registration Approval Type  
7. Variable Title  
8. Honors  
9. Full-Time Privilege  
10. Off-Campus Experience  

An advanced introduction to Continental Philosophy. In this course we try to understand, examine, and critically assess major topics in Continental Philosophy and to gain an appreciation of its accomplishments. The course will either (1) put key players in focus such as Hussert, Dillhey, Heidegger, Saire, Foucault; or (2) discuss particular strands within Continental Philosophy (such as phenomenology, existentialism, post-modernism, structuralism, critical theory).  

P: Twelve credit hours in Philosophy or consent of instructor.  

*COURSE LEARNING OUTCOMES:  
Upon successful completion of this course, students are expected to be familiar with selected names in Continental Philosophy and the programmatic goals they stand for; to appreciate the achievements of Continental Philosophy and the repercussions they had for philosophy as a discipline; to be better prepared for graduate studies in Philosophy.  

Schedule:  
- Lecture: 75 minutes per week  
- Recitation:  
- Presentation:  
- Laboratory:  
- Lab Prep:  
- Studio:  
- Distance:  
- Clinic:  
- Experiential:  
- Research:  
- ind. Study:  
- Pract/Obser:  

% of Credit Allocated:  
- 10%  
- 20%  
- 30%  
- 40%  
- 50%  
- 60%  
- 70%  
- 80%  
- 90%  
- 100%  

Cross-listed Courses:  

Column Department Head:  
- Date: 04/29/10  

Column School Dean:  
- Date: 05/10/10  

OFFICE OF THE REGISTRAR
PHIL-42200: Topics in Continental Philosophy/
PHIL-52200: Studies in Continental Philosophy:
Post-modern and Deconstruction
– Course Description –
[Term 20xx (Instructor Name)]

"For the Continental tradition, philosophical problems do not fall from the sky ready-made and cannot be treated as elements in some ahistorical fantasy of philosophia perennis ... Philosophical problems are textually and contextually embedded and, simultaneously, distanced which perhaps explains why seemingly peripheral problems of translation, language, reading, interpretation, and the hermeneutic access to history take on such central importance in the Continental tradition ... The touchstone of philosophy in the Continental tradition might be said to be practice; that is to say, our historically and culturally embedded life in the world as finite selves.” Simon Critchley “Introduction: what is Continental philosophy?”

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
Post-Structuralism will be the theme of the course. Sexuality will be the locus of a historical ontological investigation. The terminology references of the investigation will be framed by Freud and Foucault. A close reading of Davidson’s The Emergence of Sexuality will guild our investigation.

Course objectives
Upon successful completion of this course, students are expected (transferable skills):
– to have further improved close reading and critical thinking skills;
– to have further improved writing skills (complex expositions that are both comprehensive and clear while meeting academic expectations);
– to have further improved oral discussion and presentation skills.
In addition, students are expected (disciplinary skills):
– to be familiar with post-structuralism in general and the emergence of sexuality in particular;
– to have a working familiarity with certain broad philosophical issues relating to and arising from the work of Freud and Foucault.

Course texts (required)
Attendance policies

All class sessions take place in KT242. 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 policies

Undergraduate Evaluation. With the exception of the weeks 1 and 2, students will hand in a seminar report (see following) on the Wednesday each week. On weeks 1 and 2, the seminar report is due Friday. These will be graded out of ten point and the average will be the final grade.

Graduate Evaluation. In addition to the seminar reports, graduate student will submit a term paper due the Friday of exam week. The seminar reports will count for 60% and the term paper 40% of the final grade.

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-90</td>
<td>Excellent</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>Good</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>Average</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>Poor</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>Fail</td>
<td>F</td>
</tr>
</tbody>
</table>

Remember: Students are expected to know and to follow all applicable policies on academic honesty; see your student handbook and the bulletin for regulations and policies on academic honesty. **Cheating** will result in an “F” in this class and possibly further disciplinary action by the department, school, and university.

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 (Walb, room 113, telephone number 481-6658), 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/ssp/.

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**On Writing Assignments**

A. Seminar Report

A seminar report is 5 to 10 pages long, double space, and it framed around an *explication de texte* (see following). The order of the report is as follows:

1. List of important terms.
2. Statement of context.
3. *Explication*.
4. Discussion questions.
B. Explication de texte

B.1 Method for the *explication de texte*

Preliminary remarks.

An *explication de texte* must be a philosophical analysis of the text; it is not a summary.

- Take a questioning approach to the text. What is the theme, thesis, argument, problem, and issue addressed in the text?
- Not everything is equally important. A summary condenses the material without regard to the relevance. An *explication* interrogates the text for salient features.
- Address questions to the text, examine the text’s answers to these questions and address objections to which the text responds. What is the text trying to do?
- The questioning must be progressive, i.e. follow the order of the text. Start at the beginning and follow the order of thought of the author as it develops in the text.

State of mind when commenting on a text:

When writing an essay, you put the author’s thinking at your service; in an *explication de texte*, to the contrary, you put yourself at the service of the author’s thinking. The point is not to agree or disagree with the author. Rather, an explication sets out to *analyse* what it is that the text is saying.

Before you begin:

The key to a successful explication is to read the text several times before beginning to write.

I Analysis of grammatical or general forms:

1. Give a general presentation of the text (paragraphs).
2. Find connecting terms or expressions (for example, you can circle them).
3. Pay attention to words/sections in bold and/or italics.
4. Punctuation: this reflects the rhythm of the author’s thoughts.
5. Establish an initial structure.

II Conceptual study

1. Pinpoint the critical terms.
2. Define the terms and concepts.
3. Analyze the dynamic structure of the text:
   3.1 the parts of the text
   3.2 the line of thought and reasoning

III Theme and thesis

1. Theme: “What is it about?”
2. Thesis: “What does it say?”

Any philosophical text is a demonstration, and as such it answers a philosophical question: this question is not necessarily posed by the author, but it is certainly implied. It is up to you to find the question(s) and to clarify it (them).

IV Problem and issue
1. Determine the questions.
3. Figure out what is the issue with this problem (what are the consequences of responding to the problem if you choose one answer or another?).

V Introspective component (optional: only to be done if this is both possible and relevant)
1. Situate the text in the history of ideas.
2. What is the philosophical interest of the problem (and of any solution suggested by the author)?)
3. What other answers could have been given, and by which authors?
4. Systemically study the scope of the excerpt.

B.2 Explication de texte: Writing the explication

Introduction
1. Situate the text in terms of a general issue or of the author’s overall conception of the text.
2. Using the theme, find a contradiction.
3. Using this contradiction, find the question that this text attempts to answer.
4. Present the specific issues of the text (concepts, debates, etc.).
5. Clarify what the author wanted to demonstrate with this text.
6. Indicate how the text is broken down (blueprint).

Blueprint
1. Break the text down according to the steps of the author’s reasoning.
2. Determine the exact subject of each part of the text.
3. Explain the connection between the parts of the text and the progression in the author’s reasoning.

Development
- You have to work in a linear fashion, i.e. following the order of the text. You have to justify the links between each part and between the concepts.
- Clarify the subject of each part of the text (i.e. each step of the author’s reasoning) by reading the text literally.
- Read the text attentively and precisely.
- Clarify anything that may be allusive.
- Justify each affirmation by quoting the text. The commentary should hold together.

Conclusion

By way of summary, you must:
1. recall the initial issue.
2. repeat the author’s solution to this problem.
3. emphasise the structure of argumentation used to solve this problem.
4. set out the nature of the solution found for the main problem.
5. explain what the text contributes to the general issue or the overall concept presented in the introduction.

The final explication should be between four and six pages in length.
Weekly Schedule

Part I: Freud

1st week:     Freud.
2nd week:     Freud.
3rd week:     Freud.

Part II: Foucault

4th week:     Foucault.
4th week:     Foucault.
6th week:     Foucault.
7th week:     Foucault.

Part III: Davidson

8th week:     Davidson chapter 1.
9th week:     Davidson chapter 2.
10th week:    Davidson chapter 3.
11th week:    Davidson chapter 4.
12th week:    Davidson chapter 5.
13th week:    Davidson chapter 6.
14th week:    Davidson chapter 7.
15th week:    Davidson chapter 8.