**PURDUE UNIVERSITY**
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE (50000-60000 LEVEL)

DEPARTMENT: Philosophy
EFFECTIVE SESSION: Spring 2011

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

- [x] New course with supporting documents (complete proposal form)
- [ ] Add existing course offered at another campus
- [ ] Expiration of a course
- [ ] Change in course number
- [ ] Change in course title
- [ ] Change in course credit/type

PROPOSED:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>PHIL</th>
<th>Course Number</th>
<th>52200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Title</td>
<td>Studies in Continental Philosophy</td>
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<tr>
<td>Short Title</td>
<td>Stud Continental Philosophy</td>
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Abbreviated title will be entered by the Office of the Registrar if omitted. (30 CHARACTERS ONLY)

TERMS OFFERED: Check All That Apply:
- [x] Summer
- [x] Fall
- [x] Spring

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

<table>
<thead>
<tr>
<th>CREDIT TYPE</th>
<th>COURSE ATTRIBUTES: Check All That Apply</th>
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<tbody>
<tr>
<td>1. Fixed Credit: Cr. Hrs.</td>
<td></td>
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<tr>
<td>2. Variable Credit Range: Minimum Cr. Hrs.</td>
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<tr>
<td>(Check One) To</td>
<td></td>
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<tr>
<td>Maximum Cr. Hrs.</td>
<td></td>
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<td>3. Equivalent Credit: Yes</td>
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<td>4. Thesis Credit: Yes</td>
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<td>Schedule Type: Minutes Per Mth</td>
<td></td>
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<tr>
<td>Per Week</td>
<td></td>
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<tr>
<td>1. Pass/Not Pass Only</td>
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<tr>
<td>2. Satisfactory/Unsatisfactory Only</td>
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<td>3. Repeatable</td>
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<tr>
<td>Maximum Repeatable Credit:</td>
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<td>4. Credit by Examination</td>
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<td>5. Special Fees</td>
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COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):
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 (Husserl, Dilthey, Heidegger, Sabra, Foucault, to name just a few); or (2) discuss particular strands within Continental Philosophy (phenomenology, existentialism, post-modernism, structuralism, critical theory, etc.).

P: 12 credit hours in philosophy, or consent of instructor.

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Calumet Department Head: Date
Calumet School Dean: Date

Calumet Undergrad Curriculum Committee: Date
Fort Wayne Chancellor: Date

Undergrad Curriculum Committee: Date
Date Approved by Graduate Council: Date

Graduate Council Secretary: Date
West Lafayette Registrar: Date

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 guide 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>Value</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/ssd/.

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.