Request Form for General Education Certification:

Humanities Requirement: (Please include a syllabus)

Faculty Member(s): Todd Grantham

Course Number: PHIL 252

Course Name: Topics in Continental Philosophy

This Course is currently Listed in the Undergraduate Catalog  Yes___  No_X_
(If your answer is "No", please explain the status with the curriculum committee)___New course proposal, under review by the Curriculum committee.__

Department of faculty member(s): Philosophy ___

Course Description:

Study of a particular theme in Continental philosophy, such as Marxism, phenomenology, or post-modernism. The course may be repeated for credit if the topic is different.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.
   
   The primary purpose of the course is to examine a major theme in continental philosophy. Thus, the course examines important expressions of European culture, focusing on intellectual dimensions, but often considering social, historical and/or ethical dimensions as well.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.
   
   Philosophy always examines how ideas are represented and interpreted.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

   The course will closely analyze primary texts from major Continental philosophers. (See the attached sample.)
4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

All 100- and 200-level courses require significant writing. The attached syllabus provides an example of the kinds of writing typically assigned, though the details will vary with topic and instructor.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations</strong> 1</td>
</tr>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations</strong> 1</td>
</tr>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

**Use of Primary Sources/Disciplinary Methods**

<table>
<thead>
<tr>
<th>USAGE OF PRIMARY SOURCES/DISCIPLINARY METHODS</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td></td>
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III. SYLLABUS REQUIREMENT

Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

General Education Student Learning Outcomes

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS....it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
</table>
FINAL EXAM

What is Marxism? The term itself suggests that it refers not simply to the views of Karl Marx, but to some way of thinking inspired by him. But what is that way of thinking? Part of the difficulty, but to many also part of the appeal, of Marxism is that it may refer to any or all of the following:

1. An economic theory, which explains how markets function -- specifically, to benefit capital at the expense of labor;
2. An ethical theory, which condemns capitalism on moral grounds;
3. A political theory, which directs us to organize a revolutionary party of wage laborers;
4. A theory of history, which explains how important changes happen over time.

In your midterm exam, you wrote about how Marx himself tries to unite these various theories or doctrines into the simultaneously normative and predictive claim that the bourgeois revolutions that began in the late 18th century (the French and American Revolutions) would be followed by a second, even more sweeping proletarian revolution.

In the 20th century, there were Communist revolutions, but not the global form of liberation predicted by Marx. In the East, Communist regimes proved to be anything but liberating, and in the West, capitalist regimes proved capable of longstanding power. In this sense, Marx's normative and predictive claim was falsified, or at least seriously weakened. What, then, is Marxism? What kind of doctrine is it, and how can or should it try to hold together the four different kinds of theories described? In what sense have subsequent historical developments altered the nature of Marxism itself?

In this final exam, I want you to think about these questions by focusing on the version of Marxism presented in David Harvey's *The Enigma of Capitalism*. What does Harvey's Marxism entail, what does it suggest about what Marxism could mean now? Does Harvey's Marxism make sense, as an updating of Marx's views and as an independent view? In thinking through these questions, I expect you to reflect on the history of Marxism we have learned by reading Lenin, Crossman, and Jay; there should be explicit reference to at least some of those readings.

Your answer should be a coherent essay of 5-6 (typed, double-spaced) pages. Readings beyond those assigned for class are neither necessary nor recommended. Parenthetical page references to the assigned texts will suffice; endnotes, footnotes, or bibliographies are not needed. However, if you do consult any outside sources (print or electronic), any ideas taken from such sources require citations, and phrasings used to express those ideas also require quotation marks. Failure to acknowledge the use of outside sources in either of these ways is plagiarism, a violation of the Honor Code, and will be punished severely.

This exam is due in my mailbox (14 Glebe Street) by 3:00 pm on Wednesday, April 25. I will of course accept your essay at any earlier time. Any extensions to this deadline must be arranged with me in advance.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director: 
   ___________________________  Date: 3/10/15

2. Signature of Academic Dean: 
   ___________________________  Date: 3/12/15

3. Signature of Provost: 
   ___________________________  Date: 1/27/16  [Note: Committee to review]

4. Signature of Committee on General Education Chair: 
   ___________________________  Date: 4/6/16

5. Signature of Faculty Senate Secretary: 
   ___________________________  Date: ________________

Date Approved by Faculty Senate: ________________
Instructor
Larry Krasnoff 16 Glebe Street, Room 300
953-4987 krasnoff@cofc.edu
Office Hours: Tuesday and Thursday, 11:00 a.m.-1:00 p.m.

Description
A study of the Marxist intellectual tradition starting with its antecedents, proceeding on to Marx's own writings, and finishing with the work of his successors. Our main task will be to identify the essential theoretical features of Marx's analysis of capitalism, so that we can fairly evaluate its practical value both in its time and in ours.

Required Texts
Lenin, *The Essential Writings of Lenin* (Dover)
Richard Crossman (ed.), *The God That Failed* (Perseus)
David Harvey, *The Enigma of Capital* (Oxford)
Online readings linked through the course page on OAKS

Course Requirements
Two short textual analyses (each 15% of grade, 30% total)
Take-home midterm examination (30% of grade)
Final essay (30% of grade)
Attendance and participation (10% of grade)

Attendance will be taken every day by sign-in sheet. Each person will begin with an attendance grade of 100%, but each unexcused absence will lower this grade by 7%. I will excuse (suitably documented) absences due to illness or family emergency, or for those representing the College at official events. At the end of the term, I reserve the right to adjust this portion of your grade by up to 10% in either direction, for especially strong or weak class participation.

General Education Student Learning Outcomes

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed on the final essay.

Schedule of Topics and Readings

Mon 9 Jan Introduction
Wed 11 Jan Locke, *Second Treatise of Government*, Sections 1-5 (online)
Mon 16 Jan NO CLASS – Martin Luther King Day
Wed 18 Jan Rousseau, Of the Social Contract, Book I (online); Kant, Grounding for the Metaphysics of Morals, Second Section, 426-433 (online)

Mon 23 Jan Hegel, Philosophy of Right, Introduction, sections 1-7, 21-33 (online)
Wed 25 Jan Smith, The Wealth of Nations, Book I, Chapters I-VIII (online)

Wed 1 Feb “On the Jewish Question”

Mon 6 Feb “Contribution to the Critique of Hegel’s Philosophy of Right”
Wed 8 Feb Economic and Philosophical Manuscripts, pp. 70-93

Mon 13 Feb Economic and Philosophical Manuscripts, pp. 93-125
Wed 15 Feb “Theses on Feuerbach”; The German Ideology, pp. 147-163

Mon 20 Feb The German Ideology, pp. 163-186
Wed 22 Feb The German Ideology, pp. 186-200

Mon 27 Feb “Wage Labor and Capital”
Wed 29 Feb Manifesto of the Communist Party, parts I-II
Fri 2 Mar MIDTERM DUE by 3:00 pm

Mon 5 Mar and Wed 7 Mar – NO CLASS – Spring Break

Mon 12 Mar Capital, Volume One, pp. 302-329
Wed 14 Mar Capital, Volume One, pp. 329-351

Wed 21 Mar Manifesto of the Communist Party, parts III-IV
“Critique of the Gotha Program”

Mon 26 Mar Lenin, State and Revolution, Chapters I-III
Wed 28 Mar Lenin, State and Revolution, Chapters IV-VI

Mon 2 Apr Crossman, The God That Failed (Crossman, Gide, Wright)
Wed 4 Apr Crossman, The God That Failed (Silone, Koestler)

Mon 9 Apr Western Marxism (readings TBA)
Wed 11 Apr Western Marxism (readings TBA)

Mon 16 Apr Harvey, The Enigma of Capital, pp. 1-105
Wed 18 Apr Harvey, pp. 106-183

Mon 23 Apr Harvey, pp. 184-279
Wed 25 Apr FINAL ESSAY DUE by 3:00 PM.