

## Course Information

Date Submitted: 10/10/2016

Current Prefix and Number: PHI - Philosophy , PHI 715 SEM IN RECENT PHILOSOPHY

Other Course:

Proposed Prefix and Number: PHI 715

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: David Bradshaw

Email: DAVID.BRADSHAW@UKY.EDU

Phone: 8592577107

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SEMINAR IN RECENT PHILOSOPHY

Proposed Title: SEMINAR IN RECENT PHILOSOPHY (SUBTITLE REQUIRED)

c. Current Transcript Title: SEM IN RECENT PHILOSOPHY

Proposed Transcript Title: SEM IN RECENT PHILOSOPHY (SUB)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 15

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Intensive study of major philosophers of the 20th Century such as Russell, Wittgenstein, J.L. Austin, and Merleau-Ponty. May be repeated to a maximum of six credits.

Proposed Course Description for Bulletin: Intensive study of major philosophers or philosophical topics of the 20th-21st centuries. May be repeated to a maximum of fifteen credits under different subtitles.

2j. Current Prerequisites, if any: Prereq: PHI 515 or its equivalent.

Proposed Prerequisites, if any: Prereq: Graduate standing in PHI or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

## PHI 715 SEMINAR IN RECENT PHILOSOPHY

**Instructor:** Prof. Clare Batty  
**Office Address:** POT 1401  
**Email:** clare.batty@uky.edu  
**Office Phone:** 257-1234  
**Office hours:** Monday and Wednesday, 2 to 3:30 PM  
**Course time:** Tuesday 4:30-7:00

### Course Description

Intensive study of major philosophers of the 20th Century such as Russell, Wittgenstein, J.L. Austin, and Merleau-Ponty. May be repeated to a maximum of six credits. Prereq: PHI 515 or equivalent.

### Student Learning Outcomes

After completing this course, the student will be able to:

1. Describe key themes in contemporary analysis of the non-visual sensory modalities.
2. Analyze contemporary thought relating to the non-visual sensory modalities.
3. Prepare a seminar paper on contemporary thought relating to the non-visual sensory modalities.

### Beyond Vision: The Non---Visual Modalities

Traditionally, philosophical thought about perception and consciousness has focused primarily on vision. Philosophers interested in the nature and content of experience, however, have much to learn through attention to the distinctive features of other sensory modalities and the things we perceive through them. In this seminar, we will examine some recent philosophical work on non-visual perception—on touch, taste, smell and hearing. We will consider whether certain generalizations can indeed be made from the visual case and just what is distinctive about those modalities. In doing so, then, we will also consider some of the contemporary philosophical literature on vision.

### Required Readings

There are no books to buy for this course. All readings will be made available on Canvas or via email.

### Reading Assignments

There are reading assignments for each week. The readings will require close study, and you should not put them off until the last minute. This course is a *discussion course*, and if it is to be of value to us, *your careful preparation of the readings is crucial*. With such a small group, it will be noticeable if we are not 'together' with the readings.

If you have trouble understanding what an author says, or have any other question concerning the course, please do not hesitate to ask. But you must trudge through the readings.

### Requirements

#### Participation (20%)

This will include attendance, preparation for and participation in class discussion.

#### Weekly assignments (30%)

For some subset of each week's readings, you will be required to complete three tasks.

- (1) a summary of the author's view;
- (2) a reconstruction of the author's argument;
- (3) a set of critical, or clarificatory, questions.

Assignments are due in class on the day that we discuss the readings as a group.

**"Which subset?", you ask:** Some weeks there might be only one reading. In those cases, you will complete

(1)---(3) for only that reading (obviously). For weeks in which there are two readings, you will complete (1)---(3) for both. For weeks in which there are *more than* two required readings, you will complete (1)---(3) for only two of those readings. In those cases, it is up to you which readings you complete the assignment for. The assignment will never cover secondary sources—only journal articles and book chapters that make substantive philosophical arguments of their own.

Your summary should be no longer than a (short) paragraph. If you feel it's impossible to summarize the author's view that concisely, then (a) reflect on whether you've really understood the reading and, if you have, (b) reflect on what the author did wrong. You might accomplish (2) in a variety of ways: a (short) paragraph, a representation of the argument in 'premise---conclusion' format, some other kind of visual representation of the argument (within reason. No abstract expressionist or sculptural representations will be accepted!) If you can't figure out what the argument is, then the same steps (a) and (b) apply.

There should typically be two questions. Your questions can come in 'list' form. Just ensure that they are detailed enough to situate their relevance and importance to the reading they cover. What kind of questions? Here's a way to think about completing this part of the assignment. Your questions should be (i) something you'd ask the author if you had the chance, or (ii) something you could treat as the topic of a 5---10 page paper, or (iii) a discussion question you'd present to the class if you were teaching it.

#### **Paper proposal (10%)**

You will submit a one--- to two---page paper proposal to me **in class on Monday March 30 (week 12)**. We will talk in class about what is required. After handing it in, you will schedule a meeting with me for the following week to discuss your proposal. You are more than welcome to meet with me more than once about the paper (and I encourage you to do so); but only this first meeting is *required*.

#### **Term paper (40%)**

You will write a term paper of 20---25(ish) pages. The paper is due **Wednesday April 27 (week 16/dead week)** via e-mail.

Grading scale for graduate students (no D for Grad Students):

- 90-100% = A
- 80 - 89% = B
- 70 - 79% = C
- Below 70%= E

#### **Submission of Assignments**

All assignments are to be turned in as specified above. No late work accepted except for excused absences.

#### **Attendance Policy**

Attendance is required. Each unexcused absence will result in five points deducted from the final grade.

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should

not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Course decorum & behavior**

- Electronic devices are allowed only if necessary to access the readings. No web surfing or texting, please!
- I strongly encourage you to *take notes as you read*. This is the best way to keep track of the author's argument, and you will find such notes extremely helpful in writing the exams.
- I also encourage you to *take notes in class*. Not everything we discuss in class is to be found in the readings, and in any case a record of the discussion will be helpful as you seek to formulate your own thoughts.
- Coming late and leaving early are disruptive. If on a rare occasion you *must* do this, please sit near the door and be as unobtrusive as possible.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.