University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification: in credits in title in number or alpha in prerequisites or co-requisites Other

2. New Alpha, Number and Title: Phil 213 Modern Philosophy

3. Credits

4. Old Alpha, Number and Title: __

5. Credits

6. New Catalog Description (underline changes if any): 
   Introduction to the history of philosophy based on texts or translations of "modern" works, that is works originally written in a modern European language.

7. Select box and type specific information in text box.
   - Pre-requisites: _____
   - Co-requisites: _____
   - Recommended Preparation: _____

8. Student Contact Hours Per Week:
   - Lecture 3
   - Lecture/Lab #/#
   - Lab #

9a. Grading: Yes Letter (A-F) Yes Credit/No Credit Yes Audit allowed?

9b. Is this course repeatable? No

10. Proposed Date of First Offering: Semester Fall Year 2006

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>Phil 213: Modern Philosophy</td>
<td>* KCC</td>
<td>Phil 201</td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>Phil 213: History of Western Philosophy III</td>
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<tr>
<td>UH Hilo</td>
<td>Phil 201: History of Modern Philosophy</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with __________
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - Appropriate for Articulation with Phil 213:
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.) in this space:
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   Hill 213 will provide an obvious complement to Hill 200, which is the history of ancient philosophy, providing an equivalent value to the educational needs and goals of the students.

Requested by: John T. Johnson
Department Chairperson
Date: 2/23/06

Approved by:
Curriculum Committee Chairperson
Date: 3/21/06

Dean of Instruction
Date: 3/23/06

Provost
Date: 3/23/06

CCCM #6100 (Amended for WCC use September 2006)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title:

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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1. Department Area (more than one departmental instructor’s signature required)

- [Signature]

- [Signature]

- [Signature]

2. Department

- [Signature]

Department Chairperson

Was this course discussed in a department meeting? Yes ☑ No ☐

3. Division

- [Signature]

4. Curriculum Committee Review

Approved ☑

Disapproved ☐

Reason:

- [Signature]

Curriculum Committee Chairperson

[Signature]

March 14, 2006
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP? Phil 213 will provide an obvious complement to Phil 200, which is the history of ancient philosophy, providing an equivalent value to the educational needs and goals of the students.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

   The course will require no additional resources. The students will be expected to purchase typical textbooks (likely five books at a total cost of roughly $60.00)

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

   The proposed course will be designed as an equivalent to Phil 213 as offered at UH Manoa.

4. Is this course experimental and/or unique to Windward Community College? No If yes, provide rationale and details of its impact on the College Curriculum

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
Course Alpha and Number  Phil 213

Submitted by Ron Loo

Date February 21, 2006

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

   Phil 213

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   University of California, Davis - Phil22n - "History of Philosophy: Early Modern"
   Cleveland State University - Phil263 - "Early Modern Philosophy"
   New York University - V83.0021-001 - "History of Modern Philosophy"

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form  

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)  

ORIGINATING CAMPUS: Windward Community College  
DATE SUBMITTED: February 27, 2006  

COURSE ALPHA & NUMBER: Phil213  
SEMESTER CREDITS: 3  
COURSE TITLE: Modern Philosophy  
DATE OF OUTLINE: February 27, 2006  
Year 2006  

(** Representative outline, no multiple syllabi, please.)  
1. Articulation committee to review this course:  

<table>
<thead>
<tr>
<th>Standing Committees</th>
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</thead>
<tbody>
<tr>
<td>Written Communication</td>
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<tr>
<td>Mathematical &amp; Logical Thinking</td>
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<tr>
<td>World Civilizations</td>
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<tr>
<td>Languages</td>
<td></td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>X</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Social Science</td>
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</tbody>
</table>

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course.  
It is the responsibility of the submitting campus to do the necessary research to provide this information.  
In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.  

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>Phil 201</td>
<td>Y</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>Phil 213</td>
<td>DH</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td></td>
<td></td>
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<tr>
<td>Hawaii CC</td>
<td></td>
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<tr>
<td>Honolulu CC</td>
<td>Phil 213</td>
<td>D</td>
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<tr>
<td>Kapiolani CC</td>
<td>Phil 201</td>
<td>D</td>
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<tr>
<td>Kauai CC</td>
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<tr>
<td>Leeward CC</td>
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<td>Maui CC</td>
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<td>Windward CC</td>
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</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.  

Typed Name or Signature  

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format).  
If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.  

Note: UCA Clearinghouse  
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.  

Revised 6/01/2005  

University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

(a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

(b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

(c) This policy is retroactive to the time the current articulation effort started.

(d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse  
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 6/01/2005
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:
Title:

Revised Course

Course Alpha & Number:
Title:
Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College
Certifying Authority (Typed Name or Signature and Title)
Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 6/01/05
Philosophy 213 - Modern Philosophy
Syllabus

Semester: 
Time: 
Instructor: 
E-mail: 
Prerequisites: none 
Location: 
Phone: 
Office Hours: 

I. Catalogue Description
Introduction to the history of philosophy based on texts and translations of “modern” works, that is works originally written in a modern European language.

II. Course Objectives
This course will introduce students to five of the key thinkers in modern western philosophy: René Descartes (1596-1650), Thomas Hobbes (1588-1679), Immanuel Kant (1724-1804), John Stuart Mill (1806-1873), and Friedrich Nietzsche (1844-1900). While there are many other thinkers who could have been included, these five were chosen in part because they represent some of the dominant themes and issues in modern western philosophy.

While we will examine what exactly defines the way in which questions of metaphysics, aesthetics, epistemology, and morality are treated in modernity, two key philosophical problems that will structure the course are the problem of knowledge and the problem of morality. Each of these authors has very different accounts of what it means to know something and also of how we should decide what is good. A large part of this course will explore what these thinkers mean, how they justify their positions, and the implications of their positions relative to the topics of morality and knowledge.

But knowledge and the good may not be separate problems. It may be the case that what we know can help us determine what is good or, inversely, that the good can help us determine what we know. How philosophers of modernity experience the connection between knowledge and the good will also be an important theme of the course.
III. Student Learning Outcomes
Upon successful completion of Phil 213, the student should be able to do the following in writing and in class discussions:
1) Describe the nature and significance of major controversies in epistemology, ethics, metaphysics, and aesthetics that define the period of modernity;
2) Clearly explain, synthesize, and compare the arguments put forward by the philosophers studied in the course;
3) Evaluate the positions of the philosophers studied by employing the methods of philosophical inquiry such as critical thinking, critical reading, and critical writing;
4) Clearly, concisely, and convincingly articulate reasons that support personal judgment about major controversies in epistemology, metaphysics, ethics, and aesthetics.

IV. Method of Instruction
Classes will combine discussion and lecture. Because of the heavy emphasis on discussion, the success of the class relies on the involvement of every one of the course participants. This entails that:
1) Students bring a copy of the reading to class;
2) Students read (at least once), think carefully about, and take notes on the reading before coming to class;
3) Students support their ideas, interpretations, criticisms, and questions with evidence from the text;
4) Students respect one another during the discussion.

V. Methods of Evaluating Student Progress
Papers (5 papers, 15% each) 75% total
Final Exam 15%
Attendance and Participation 10%

1) Papers:
Students will write five papers (4 to 5 pages long) that will focus on specific topics connected to the assigned readings. Each paper will either (a) explain and evaluate the position of one philosopher or (b) compare and assess the positions of two philosophers. The paper topics will be distributed two weeks before they are due.
The papers will be evaluated on the degree to which the student has clearly, concisely, comprehensively, and convincingly justified the position that she takes in her paper.
Papers are due at the beginning of the class. Late papers will be accepted, but one letter grade will be deducted for each day (not class) that the paper late.
2) **Final Exam:**
The final exam will be held during exam week and will cover the entire course. It will consist of several essays dealing with broad themes in the course such as comparing the positions of three thinkers on one issue.

3) **Attendance and Participation:**
Students must attend and participate in the class. Students are allowed to be absent from class up to two times without penalty. For every class beyond two that a student misses, two percentage points will be deducted from the final grade.

**VI. Instructional Materials**
Rene Descartes. *Discourse and Meditations* (Hackett: 0872201724: $6.95)
John Stuart Mill. *Utilitarianism.* (Hackett: 0915144417: $3.95)
Friedrich Nietzsche. *On the Genealogy of Morals* (Vintage: 0679724621: $12.00)

Other instructional materials will be distributed as needed.

**VII. Academic Integrity**
Students are required to adhere to accepted standards of academic integrity. Violations of academic integrity include cheating, plagiarism, and complicity in academic dishonesty. It is your responsibility to be aware of behavior that constitutes academic dishonesty. I take these policies very seriously; so, if I find a student to be in violation of academic integrity, I will notify the department chairperson and the appropriate dean, the result of which may be expulsion from the college.

**VIII. Paper Writing and the Learning Center**
The Learning Center provides excellent resources to help you succeed in this class. Insofar as paper writing accounts for a large percentage of your final grade, I would highly recommend taking advantage of this resource. Of course, I am also available for assistance. My schedule is flexible, so we can always arrange a time to meet if you cannot stop by during office hours. I very much enjoy discussing course matters with my students.