

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Peter Kung	peter.kung@asu.edu	909-455-5655

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PHI	403	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Contemporary Analytic Philosophy

Course Catalog Description

Aims and methods of such 20th-century philosophers as Frege, Moore, Russell, Wittgenstein, Carnap, Ayer, Wisdom, Ryle, Austin, Strawson, Quine, and Sellars, with application to metaphysics and epistemology.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **a central and substantial portion** of the course content.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.
2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.

"HU" Criteria 1

Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

syllabus, table of contents

How does this course meet the spirit of this criteria?

This is an advanced history course covering themes in 20th century analytic philosophy (with some late 19th century introductory material). That period was marked by an interest in language and logic, and attempts to use formal methods and the methods of science to investigate philosophical problems. Influential figures include Frege, Moore, Russell, Wittgenstein, Carnap, Ayer, Wisdom, Ryle, Austin, Strawson, Quine, and Sellars. This course fits squarely in the category of "development of philosophies...or belief systems."

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Soames table of contents; syllabus learning outcomes, p. 2; syllabus course schedule, pp. 3-4; syllabus course summary, pp. 7-10.

"HU" Criteria 2

Concerns the interpretation, **critical analysis**, or creation of written, aural, or visual texts; and/or the **critical analysis (not summary or memorization)** of historical development of textual traditions.

Identify the submitted documentation that provides evidence.

syllabus, Soames table of contents

How does this course meet the spirit of this criteria?

Philosophy specializes in type of critical analysis required by criteria 2. Various issues, puzzles, and problems in twentieth century analytic philosophy are presented and then critically examined, frequently but not exclusively by demonstrating how other philosophers explicitly critique and respond to each other. E.g., how Quine attempts to undermine Carnap's grand ambitions of the Aufbau.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Soames table of contents; syllabus learning outcomes, p. 2; syllabus course schedule, pp. 3-4; syllabus course summary, pp. 7-10. Syllabus, "Why do I recommend this prior coursework?" p. 1; Syllabus, "Purchasing a Book for Term Paper Selection," pp. 2-3.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

syllabus, Soames table of contents

How does this course meet the spirit of this criteria?

This course, like most philosophy courses, is a canonical example of HU criterion 4. The entire course is devoted to the development of a critical period in the western philosophical tradition, a period marked by a growing interest in applying formal logic (especially the results in logic that would later lead to theories of computation), linguistic analysis, and the methods of science, to longstanding philosophical issues and problems. Like all philosophy courses, this development is presented in a critical mode. The guiding pedagogical thought for this course (and most other philosophy courses) is that any theory presented is best understood by subjecting the theory to critical analysis, from other 20th century figures, to contemporary critiques (provided by the professor), and including student critique, developed in class discussion and formal assignments.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Soames table of contents; syllabus learning outcomes, p. 2; syllabus course schedule, pp. 3-4; syllabus course summary, pp. 7-10. Syllabus, "Why do I recommend this prior coursework?" p. 1; Syllabus, "Purchasing a Book for Term Paper Selection," pp. 2-3.

Attach a sample syllabus for this course or topic, including the list of any required readings.

[Syllabus for PHI 403_ Contemp Analytic Philosophy \(2023 Summer - A\).pdf](#)

Attach the table of contents from any required textbook(s).

[Soames 2003 philosophical analysis in the twentieth century vols 1 and 2 table of contents.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Peter Kung - February 22, 2023 at 10:39 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - February 27, 2023 at 4:35 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:49 PM (America/Phoenix)

Humanities, Arts and Design Mandatory Review

Acknowledgement Requested

Bertha Manninen - March 24, 2023 at 10:24 AM (America/Phoenix)

Revise and resubmit

Learning outcomes include being “able to offer critical challenges to the claims of philosophers of this period in a written argument paper.” But there are no specifics about the assignments at all; all that is there is that the students will be writing “reflective essays” and “essay exams.” We recommend that the professor include more specifics about the class assignments and emphasize how the students will be engaging in critical analysis with those assignments.

Michelle Saint

Mina Suk

Peter Schmidt

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Peter Kung
