

Course Information

Date Submitted: 10/27/2014

Current Prefix and Number: PHI - Philosophy , PHI 317 EXISTENTIALIST THGT/LIT

Other Course:

Proposed Prefix and Number: PHI 317

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

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OFFICE OF THE
SENATE COUNCIL**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: Alan Perreiah

Email: pera@uky.edu

Phone: 257-7108

Responsible Faculty ID (if different from Contact)

Name: Brandon Look

Email: look@uky.edu

Phone: 257-

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: EXISTENTIALIST THOUGHT AND LITERATURE

Proposed Title: Existentialist Thought and Literature

c. Current Transcript Title: EXISTENTIALIST THGT/LIT

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3 credit hrs

Proposed Meeting Patterns

LECTURE: 3 credit hrs

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2i. Current Course Description for Bulletin: A survey of existentialism as a literary movement as well as a philosophical one, with emphasis upon their intersection and interaction. The course will trace the emergence of existentialist themes in modern thought and culture, and will analyze and assess the movements' continuing significance.

Proposed Course Description for Bulletin: A survey of existentialism as a literary movement as well as a philosophical one, with emphasis upon their intersection and interaction. The course will trace the emergence of existentialist themes in modern thought and culture, and will analyze and assess the movements' continuing significance.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

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? Yes

If YES, explain and offer brief rationale: The existing course is being modified to conform to UKCORE specifications.

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:

SIGNATURE|LOOK|Brandon C Look|PHI 317 CHANGE Dept Review|20141028

SIGNATURE|ACSI222|Anna C Harmon|PHI 317 CHANGE College Review|20141119

SIGNATURE|JALLISO|Jonathan M Allison|PHI 317 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 317 CHANGE UKCEC Review|20150417

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 317 CHANGE Undergrad Council Review|20150417

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	3920	Farr PHI 317 Course Review form.docx
Delete	4881	Syllabus PHI 317.doc

NOTE: Start form entry by choosing the Current Prefix and Number
 (*denotes required fields)

Current Prefix and Number:		PHI - Philosophy PHI 317 EXISTENTIALIST THGT/LIT	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	PHI 317
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptio 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimin- or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 10/27/2014	
b.	Department/Division: Philosophy			
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name: Alan Perreiah Email: pera@uky.edu Phone: 257-7108				
* Responsible Faculty ID (if different from Contact) Brandon Look Email: look@uky.edu Phone: 257-				
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a.		Current Distance Learning(DL) Status:		
		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chan- not affect DL delivery.				
b.		Full Title: EXISTENTIALIST THOUGHT AND LITERATURE	Proposed Title: *	Existentialist Thought and Literature
c.		Current Transcript Title (if full title is more than 40 characters):		EXISTENTIALIST THGT/LIT
c.		Proposed Transcript Title (if full title is more than 40 characters):		
d.		Current Cross-listing:		OR

	<input checked="" type="checkbox"/> N/A	Currently ² Cross-listed with (Prefix & Number):	none
Proposed – ADD ² Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3 credit hrs	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
Proposed: *	Lecture 3 credit hrs	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:		3	Proposed number of credit hours:*
h.* Currently, is this course repeatable for additional credit?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be repeatable for additional credit?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
A survey of existentialism as a literary movement as well as a philosophical one, with emphasis upon their intersection and interaction. The course will trace the emergence of existentialist themes in modern thought and culture, and will analyze and assess the movements' continuing significance.			
* Proposed Course Description for Bulletin:			
A survey of existentialism as a literary movement as well as a philosophical one, with emphasis upon their intersection and interaction. The course will trace the emergence of existentialist themes in modern thought and culture, and will analyze and assess the movements' continuing significance.			
j. Current Prerequisites, if any:			
* Proposed Prerequisites, if any:			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
The existing course is being modified to conform to UKCORE specifications.		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES ² , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a. <input type="checkbox"/>	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establish different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be processed by appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally requires at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: PHI 317

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

In class written exams are scheduled for 10/2 and 12/4. Oral presentations are scheduled for 10/16, 10/21, 12/9, and 12/12. A final research paper is also due on 12/12.

Brief Description:

Students will have in class presentations where they will have to defend the position of one philosopher against another on some philosophical issue. They also have two in class exams and a final research paper. Students are also expected to participate in daily classroom discussions.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

The in class presentations on 10/16, 10/21, and 12/12 will give the students to compare and contrast the arguments of two or more philosophers on a given topic. For example; they will have to distinguish between Nietzsche's rather atheistic form of existentialism and Kierkegaard's Christian existentialism. The same can be done in their later presentations on Sartre, Camus, and Marcel.

Brief Description:

The daily readings cover a wide range of styles and positions under existentialism. The readings, lectures, and student presentations will aid the students in recognizing the different positions of the existentialists on issues such as religion, God, human embodiment, identity, intersubjectivity, social relations, etc. Daily discussions, in class presentations and exams, and a final research paper will be used to assess the student's ability to do the above.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

The final paper and in class discussions will give the students an opportunity to apply insights that they have learned from the existentialists to contemporary social and political problems. They will also have to examine the claims made by the existentialists in light of recent cultural struggles and identity politics.

Brief Description:

The topics and themes addressed by existentialism philosophers are still central for those today who are trying to understand the human condition. However, the questions raised by the existentialists may

have new implications for a new era. A central component of the course will be helping students think through these questions within the present social/political context.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Students will work to develop their philosophical vocabulary on a daily basis. The classroom discussions are not possible without the development of a philosophical vocabulary. Students will be evaluated on how well they have learned this vocabulary on in class exams on 10/2, 12/4 as well as in class presentations and the final paper.

Brief Description:

Daily lectures and discussions will help the students become familiar with the language of existentialist philosophy. Their ability to master this language will be demonstrated in their exams, papers, and oral presentations.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

The final research paper which is due at the end of the semester.

Brief Description:

The final paper will assess and critically evaluate the arguments by the existentialist on a wide range of topics.

Information literacy component:

The papers, exams, and classroom presentations will test the student's ability to comprehend and evaluate the texts.

Reviewer's Comments:

**UNIVERSITY OF KENTUCKY
DEPARTMENT OF PHILOSOPHY**

**PHL 317
Existentialism
Fall 2014
TR 11:00-12:15**

**Instructor: Dr. Arnold L. Farr
Office: 1403 POT
Office Hours: M,W,F 10:00-11:00am
and by appointment
Phone: 9414 e-mail alfarr00@uky.edu**

Texts:

Fear and Trembling: The Sickness Unto Death. S. Kierkegaard
Twilight of the Idols/The Anti-Christ. Friedrich Nietzsche
Essays in Existentialism. by Jean-Paul Sartre.
The Myth of Sisyphus and Other Essays. by Albert Camus.
Tragic Wisdom and Beyond. by Gabriel Marcel.

Course Objective:

Existentialism is one of the most important and influential movements in nineteenth and twentieth century philosophy. It also represents a departure from some of the central ideas, theories, and methods of traditional Western philosophy. Existentialist philosophers are not bound together by any particular set of doctrine or beliefs, but rather, they are bound together by a set of issues and a philosophical style. Philosophical positions in existentialism are quite varied. Students will be expected to know and disclose in their oral and written work what distinguishes the philosophers whom we are reading from each other while showing how they are still all existentialists.

In this course we will examine the works of four very prominent existentialists in an attempt to understand and experience the existentialist style of philosophizing. We will grapple with issues like the human situation, intersubjectivity, consciousness, God, death, despair, Being, social existence, embodiment, etc... We will also consider the social context in which existentialism flourished i.e., the post-World War II era. That is, what is it about the human condition in the post-World War II era that makes existentialism attractive? How does this second form of existentialism relate to or differ from its nineteenth century predecessor?

Student Learning Outcomes:

At the end of each class the students should be able to demonstrate an understanding of the specific philosophical problems that the existentialists grappled with. They must be able to distinguish between the different solutions offered by each individual existentialist and critically engage each the work of each thinker. Students must be able to recognize and analyze the arguments presented by each philosopher. This skill must be demonstrated in classroom discussion, in class presentations, and in written form.

Requirements:

Consistent attendance is required for this class. The literature that we will be reading is rather difficult and will require commentary and clarification by the instructor. Poor attendance may result in a poor performance.

We will have two in-class exams that will each constitute 20% of the final grade. 30% of your grade will be determined by a 15 page research paper. A list of possible paper topics will be given out by the professor. The student is encouraged to begin his or her research as soon as possible since the paper constitutes such a large percentage of the final grade and will be graded very carefully. The research paper should be based on at least five scholarly sources outside of the classroom readings. Your sources may include books or Journal articles from refereed Journals.

The final 30% of your grade will be based on two in class presentations of the reading material. For the first presentation students are expected to give a five minute presentation on one of the philosophers whom we are reading. The presentation should defend one philosopher against another. For example; one might defend Gabriel Marcel's form of Christian existentialism against Sartre's or Camus' atheistic existentialism or vice versa. The second in class presentation will take place on the last day of classes and the day of the final. Each student will give a five minute presentation of the content of his or her final paper. This is a conference style presentation.

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 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.

Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

Verification of Absences (boilerplate)

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.

According to Senate Policy, students with excused absences have one week to contact the instructor regarding the make-up of missed graded work.

Academic Integrity (boilerplate):

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.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how

he/she 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 (Section 6.3.1).

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

Grading Scale:

A= 90-100. This level of work reflects not only a very good understanding of the material, but also a creative and critical response to the material in written and oral form.
B= 80-89. This level of work reflects a good understanding of the material but could use more work in the area of a critical and creative response to the material. For example; an accurate and complete regurgitation of the themes, ideas, and issues, discussed might be worth a B but not an A.

C= 70-79. This level of work shows potential and effort but does not quite measure up to the expectations of a 300 level course.

D= 60-69. At this level, the student has done all of the assignments and has shown that he or she has some understanding of the material. However, there is not much critical and creative engagement. At this level the student's work reflects minimal engagement.

E= 60 or below. This grade results when a student fails to turn in or do assignments, has cheated on an assignment, or has demonstrated through his or her writing and oral presentations that he or she has not comprehended the material for the course.

Disability Accommodations:

It is my goal to make our learning environment as pleasant and functional as possible. Therefore, if you have a documented disability that requires accommodations please inform me as soon as possible. Please provide me with a Letter of Accommodation from the Disability Resource Center (room 2, Alumni Gym, 257-2754), e-mail address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Schedule:

8/28 Introduction to course. What is existentialism? Read pages 1-37 of *Fear and Trembling* for next class.

9/2 Discussion of Kierkegaard pages 1-37. Read pages 38-91.

9/4 Discussion of pages 38-91. Read pages 91-132 for next time.

9/9 Discussion of pages 91-132. Read pages 133-161.

9/11 Discussion of pages 133-161. Read 162-213.

9/16 Discussion. Introduction to Nietzsche. Read pages 7-44 of *Twilight of the Idols*

9/18 Discussion of Nietzsche's critique of philosophy and pages 7-44. Read pages 45-92.

9/23 Discussion of Nietzsche's critique of reason and pages 45-92. Read 93-122.
9/25 Discussion. Introduction to Nietzsche's critique of religion. Read pages 122-165.
Of The Anti-Christ.
9/30 Discussion. Finish reading *The Anti-Christ*
10/2 Exam I
10/7 Introduction to 20th century existentialism. Read the Introduction and Part One of
Essays in Existentialism.
10/9 Discussion of Sartre's view of humanism, existentialism, and freedom.
10/14 Continue discussion of Part One.
10/16 In class student presentations.
10/20 Midterm Grades
10/21 Continue student presentations.
10/23 Read and discuss Part Two of *Essays in Existentialism.*
10/28 Continue Part Two.
10/30 Introduction to Camus. Read pages 1-48 of *The Myth of Sisyphus* for next time.
11/4 Discussion of Camus. Read pages 49-87.
11/6 Continue discussion of Camus and the Absurd Man. Read pages 88-146.
11/11 Finish Camus
11/13 Introduction to Gabriel Marcel and Christian existentialism. Read chapters 1-3.
11/18 Discussion of chapters 1-3 and the task of philosophy. Read chapters 4-6.
11/20 Discussion of chapters 4-6. Read chapters 10-12.
11/25 Discussion of chapters 10-12.
11/27 Thanksgiving Holiday
12/2 Continue with discussion of Marcel.
12/4 Exam II.
12/9 Open discussion of class material and reflection.
12/12 Students presentations of final paper.
12/16 Final presentations. Paper due.