



# Old Westbury

## M E M O R A N D U M

TO: Faculty Senate  
FROM: CAP Committee *Eudyn J. Bailey*  
DATE: January 19, 1993  
RE: B.A. degree in Philosophy and Religion

The CAP Committee has approved the proposal for a B.A. degree in Philosophy and Religion to be offered by the Comparative Humanities Program. We do want to make you aware, however, of several points which came up during our discussion.

1. The projected enrollments of 20 students a year over the five year period are not those contained in the original proposal submitted by Comparative Humanities. Those projections were more conservative particularly in the first few years. The Comparative Humanities Program wants to make it clear that these current projections cannot serve as a basis for future evaluations of the major.
2. An additional new upper division course, Contemporary Philosophical Issues, was contained in the original proposal submitted by the Program. It was deleted from the final draft. The Comparative Humanities Program does need to mount this new course for the major.
3. CAP discussed the availability and rotation of courses in the context of resources. The Comparative Humanities Program must continue to have an adjunct in religion doing two courses a semester. It may also need an adjunct in philosophy for one or two courses a year but no extra resources beyond these are required.

### Rationale

The proposed B.A. degree in Philosophy and Religion raises the Philosophy and Religion concentration previously offered in Comparative Humanities to the status of a major. The degree maintains an interdisciplinary focus by cutting across disciplinary lines while simultaneously allowing students to achieve proficiency in the methods and content of the disciplines of philosophy and religion. It fits the model of curricular diversification articulated in the College's Long Range Plan, further the institutional goal of strengthening the liberal arts component of the curriculum, and will add another option for the 36 credit liberal arts concentration required for Teacher Education majors.

### Resolution

Be it resolved that the Faculty Senate approve the B.A. degree in Philosophy and Religion.

STATE UNIVERSITY OF NEW YORK  
COLLEGE AT OLD WESTBURY  
OLD WESTBURY, NEW YORK 11568

PROGRAM PROPOSAL  
FOR  
PHILOSOPHY AND RELIGION

APRIL 1992

State University of New York

Academic Program Proposal

PROGRAM SUMMARY

Campus SUNY/COLLEGE AT OLD WESTBURY Date 4/17/92

Proposed Program Title PHILOSOPHY AND RELIGION

Proposed Degree/Certificate BACHELOR OF ARTS

HEGIS Classification Number 4903

Department(s) or Academic Unit(s) that will Offer Program \_\_\_\_\_

COMPARATIVE HUMANITIES PROGRAM

Proposed Beginning Date FALL 1992

Give a brief summary (250 words or less) of proposal describing purpose, academic content, structure, credits, etc. Attach additional sheet if necessary.

The purpose of this proposal is to raise the Philosophy and Religion concentration currently offered in the Comparative Humanities Program to the status of a major.

The Comparative Humanities major is an interdisciplinary degree requiring the study of the Western and other major world cultural traditions from the multiple perspectives of history, literature, philosophy, religion and the arts. Over the years we have experienced student interest in the various disciplinary strains which compose this degree and have put forth a series of concentrations for students who want to do more intensive and advanced work in these disciplines. The proposed Philosophy and Religion degree represents the continuation of one of these options. It maintains an interdisciplinary focus by cutting across traditional disciplinary lines while simultaneously allowing students to achieve proficiency in the methods and content of these disciplines. The degree requires 120 credits:

General Education = 44; Major = 40; Elective = 36.

ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Projected number of students in program/ major					
Total headcount	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Full-time	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Part-time	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

Total Annual Average FTE	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Anticipated Student/ Faculty Ratio in Program Courses	<u>8:1</u>	<u>8:1</u>	<u>8:1</u>	<u>8:1</u>	<u>8:1</u>

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# FACULTY

Characteristics of existing  
faculty to be used in the  
initial year of the program

	NUMBER				
	Full- time	Part- time	Adjunct	Regular (tenured)	Regular (untentured)
Professor	<u>1</u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Associate Professor	<u>1</u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Assistant Professor	<u>1</u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Instructor	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>

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What percentage of funds to support this program will be from internal  
reallocation? 100%

If program will lead to certification or licensure, in what field or  
specialty? N/A

If special accreditation will be sought, by what group(s)? By what  
date(s)? N/A

If this program or any constituent courses will be offered off-campus,  
where? N/A

Identify existing program on your campus in related and supporting  
disciplines.

## NUMBER

Program Title

Students Faculty

Comparative History, Ideas and  
Cultures

244.61FTE 11

## BACKGROUND AND RATIONALE

This proposal represents a restructuring of an already existing concentration within the Comparative Humanities Program. The purpose is to continue and expand the possibility for students to do concentrated, sustained and intensive work in 2 of the related disciplines grounding the curriculum of the program as a whole, philosophy and religion.

The proposed program fits the model of curricular diversification articulated in the College's Long Range Plan adopted by the faculty in the fall of 1990. - It furthers the institutional goals of strengthening the liberal arts component of the College by offering students another curricular option, while at the same time, preserving the unique inter-disciplinary and multi-cultural thrust of the existing programs. In particular, this program will:

- Provide intensive work in disciplines that stress the skills of logical analysis, and critical thinking and reasoning. This curriculum will also enhance students' abilities to make sound and reasonable ethical judgements.
- Add a depth and humanistic perspective to a liberal arts curriculum heavily weighted toward the social sciences. The focus on major texts within an historical and cultural framework is complimented by courses which have an explicitly ethical and social dimension. The courses expose students to the internal problematic of both disciplines while integrating these into broader cultural contexts.
- Function in conjunction with other majors at the College, particularly Teacher Education, Politics, Economics, and Society, and Psychology. Dual majors or this program as a minor will add a humanistic dimension to other career oriented majors.
- Function as one of the 36 credit liberal arts concentrations for Teacher Education and serve to prepare them for the National Teachers' Examination.
- Extend themes students encounter in the College's General Education Program. That program's Modes of Enlightenment cluster has proven to be quite successful and students who are becoming interested in philosophy and religion from this initial exposure will have the ability to do more advanced work.
- Serve older students who are one of the major clienteles in the Comparative Humanities Program and the College as a whole. Our experience since 1980 indicates that these students have a particular interest in these disciplines as a source of personal growth and intellectual fulfillment.

This proposed program is also structured to insure flexibility in terms of the students' own objectives. Depending on the program of study, students can do intensive, although not exclusively disciplinary work throughout, or can maximize the interdisciplinary focus in both the foundations and upper division specializations.

Student Demand: The College's Long Range Plan specifies the need to increase liberal arts options for students. As a concentration, the Philosophy and Religion curriculum has served Comparative Humanities majors as well as students who have chosen other career options. It has had a particularly important place in the academic preparation of students planning on law school. The skills of logical analysis, reading comprehension and reasoning, and argumentation imparted by these courses has proved to be invaluable in preparation for the Law School Admissions Test and law school education itself. Younger, under-represented and traditionally bypassed students receive a degree of attention in this preparation which they probably would not receive in more traditional philosophy departments. Older students coming back to school appreciate the communication and reasoning skills imparted by the concentration as well as the chance to delve into issues and questions that they did not have the opportunity to deal with before. These courses have a large number of senior citizen auditors, draw teachers on sabbatical, and returning students who want personal enrichment as well as continued skills enhancement.

Students who have done work in philosophy and religion have gone on to the Ph.D. programs in philosophy, to graduate program in the ministry and religious studies, to masters programs in education, to counseling programs, and law school. Comparative Humanities faculty feel very strongly that a humanistic perspective should be actively integrated into all the social service professions, the legal profession, and teaching. The ability to recognize ethical categories and make reasoned ethical judgements is of paramount educational importance.

#### ARTICULATION PROGRAMS

The State University of New York/College at Old Westbury has articulation and joint admissions programs with SUNY/College of Technology at Farmingdale, Nassau Community College, and Suffolk Community College. In addition, Old Westbury has implemented the SUNY policy of guaranteed admission to graduates with an Associate Arts or Associate in Science from SUNY and CUNY institutions. The table on Student Profile shows that Old Westbury has a high percentage of students who transfer from these colleges (See Appendix A).

#### PROGRAM QUALITY

At SUNY/College at Old Westbury the Curriculum and Academic Planning Committee has responsibility for reviews of all academic programs. Recent efforts on the campus to strengthen faculty governance

by the creation of a Senate model and greater accountability of the standing committees will result in systematic and thorough review of the quality of courses and programs. In addition, the Associate Vice President for Academic Affairs has responsibility for ensuring that reviews such as Stated Education and Middle States, as well as SUNY Policies will receive prompt and comprehensive response. Beyond this, the College has developed a comprehensive assessment plan as part of the SUNY-wide initiative. The assessment plan mandates an ongoing review of all academic programs. (See appendix B.)

As designed, the assessment process will lead to stronger institutional effectiveness in areas such as teaching, curriculum development, student learning, and student development. (See appendix B.)

In addition, the program would go through the regularly scheduled review process of the College as a whole. We would pay particular attention to how well students do on various standardized tests necessary in their career areas, such as the LSAT, the NET, and the GRE. Faculty performance would also be monitored in terms of preparing students for these career fields as well as the usual student evaluation techniques.

#### ADMISSIONS AND DIVERSITY IN THE PROGRAM

Consistent with the College's mission:

To assure the broadest possible access to higher education to all constituents of our society, including persons from a variety of cultural, racial, and ethnic backgrounds, and those who are economically or otherwise disadvantaged.

The Admissions office has placed a high priority on recruiting students from a variety of backgrounds, especially those from traditionally underrepresented groups. The Student Profile By Enrollment Status Fall 1991 reflects the diversity of the student body not only across the campus, but also in departments such as Business and Management, Computer Science, and Mathematics. (See Appendix C.)

The College intends to pursue the same policies regarding diversity in attracting students to this program.

#### Testing, Placement, Advisement

All students admitted to college for the first time are tested to determine their proficiency in English and in mathematics. Depending on the performance of these tests, they are placed into developmental courses or credit courses appropriate to the levels. In addition, the



College provides supplementary support services through learning centers and academic tutors. Students who are experiencing difficulty are referred by the Office of Academic Affairs. Beyond the college-wide services, departments will be given resources to provide supplementary instruction to assist students enrolled in that department's offerings to successfully complete the courses.

Advising. Each major is assigned to an adviser in his/her academic department. Undeclared majors receive advising through the Center for Academic Advising and Testing. Advisement at this level is provided by trained professionals and faculty from the academic program.

Students would be eligible to declare a major after 57 credits. We would be checking for English proficiency and a G.P.A. which indicates the ability to master program content. The multi-cultural element in this major makes it very much suited for groups that have been historically underrepresented in the humanities. These disciplines have, in the past, been associated with ethnic, gender, and class groups traditionally privileged in American society. The composition of this major is actually intended to take philosophy and religion out of that framework and to show how these disciplines represent the deepest, most enduring and most universal of human concerns. Our experience with the concentration has, in fact shown that when these disciplines are taught in a culturally vital way, they are attractive to all students.

Each student will work closely with an advisor throughout to tailor a program of study suited to his/her particular needs.

#### COURSE OF STUDY

##### THE GENERAL EDUCATION (G.E.) PROGRAM

The General Education Program consists of 44 credits. It comprises seven clusters, each organized around an intellectual perspective.

Cluster 1. Writing/Reasoning Skills, is required. Students may choose four of the six remaining clusters to fulfill the G.E. requirements. In each cluster, they must take two courses. Only two courses from a student's major may count toward G.E. credit.

Each semester a General Education section in the class schedule lists available G.E. courses.

##### The Cluster Requirements

##### 1. Writing and Reasoning Skills

A three-course writing requirement with two courses of lower-division work in English Composition and one course in the upper division called "Writing in the Disciplines" taken in the major.

2. **Creativity and the Arts**  
Two courses from the areas of music, art, dance, theater, literature, and film.
3. **Modes of Enlightenment: Ideas and Ideology**  
Two courses: One from Part I: the history of Ideas, Philosophy, and social theory;  
One from Part II: ideology and ideological institutions such as racism, sexism and issues of social class.
4. **International, Cross-Cultural Perspectives**  
Two courses from the areas of international studies, non-Western cultures, and comparative or cross-cultural analyses.
5. **U.S. Society, History and Culture**  
Two courses dealing with United States society, history or culture.
6. **The Science Cluster**  
Two courses drawn from the physical or life sciences. Students will be given a choice between the following two options:  
Option A: A course in physical science and a course in life science.  
Option B: A one-year sequence in either physical or life sciences.
7. **Foreign Languages**  
Two courses in a language other than English. Lower-division language courses must constitute a sequence (Basic Spanish I & II or Basic French I & II).

**Required:** CH3910 Writing and Research in the Humanities: This course is currently being upgraded from a 2 credit "workshop." It will be required for all majors in programs administered by the Comparative Humanities Program. It introduces students to the various methodologies and perspectives within the disciplines of the humanities and gives them the skills for research and writing in the humanities.

4 credits

#### FOUNDATIONS

1. CH2100 Introduction to Religions of the World 4 credits  
or

CH2720 Introduction to Philosophy 4 credits

THESE COURSES REPRESENT GENERAL INTRODUCTION TO THE PERSPECTIVES AND CONTENT OF THE DISCIPLINES.

2. CH2155 Introduction to the Study of Religion  
or  
CH2700 Introduction to Logic 4 credits

THESE COURSES FOCUS ATTENTION ON METHODOLOGIES AND CRITICAL TOOLS USED IN DISCIPLINARY ANALYSIS.

3. THREE OUT OF FIVE OF THE FOLLOWING:  
CH3702 History of Philosophy: Greece to Renaissance  
CH3703 History of Modern Philosophy  
CH3011 Foundations of the Judeo-Christian Tradition  
CH3835 Islamic Cultures (Note: Course previously offered by the program)  
CH3080 Asian Cultures 12 credits

THIS SEQUENCE OF COURSES IS INTENDED TO GIVE AN HISTORICAL AND CULTURAL SURVEY OF THE DISCIPLINES. ASKING STUDENTS TO SELECT 3 OUT OF THE 5 WILL INSURE INTERDISCIPLINARY WORK AS WELL AS MULTI-CULTURAL EXPOSURE.

#### UPPER DIVISION SPECIALIZATION

STUDENTS WILL CHOOSE 3 COURSES GROUPED AROUND A DISCIPLINE, A THEME OR A PERIOD. (12 credits)

CH3000 Rise of Reason  
CH3061 The Making of Values  
CH3752 Ethics  
CH3704 African Philosophy  
CH4030 Conceptual Foundations of Business  
CH4351 Issues of Peace and War  
CH5750 Existentialism  
CH4330 History of Christian Practice and Thought  
CH4340 History of Jewish Practice and Thought  
CH4350 History of Islamic Practice and Thought  
CH4681 Science and Religion  
CH5010 Greek and Roman Religion  
CH5555 Sixteenth Century: Reformation Europe

THE UPPER DIVISION SPECIALIZATION IS DESIGNED TO GIVE MAXIMUM FLEXIBILITY TO THE MAJOR. STUDENTS CAN CHOOSE TO WORK WITHIN A DISCIPLINE OR CUT ACROSS DISCIPLINES TO CONCENTRATE ON ISSUES, CULTURES OR HISTORICAL PERIODS.

CH5900 Senior Seminar (4 credits)

Designed to draw together the work accomplished in the Comparative Humanities major, the Senior Seminar is taught around themes which run through the core curriculum such as Law and Justice, Culture and

Personality, Ways of Knowing. During the course of the seminar, students will pursue a topic of their choice arising from the seminar's theme and will submit a paper or project that serves as the Senior Seminar requirement. (Offered each spring)

Cross-Listed Courses -

PE4010 History of Social Theory  
PE4620 History of Political Theory

The required courses are offered every semester as these also meet the requirements for majors in other academic programs.

Catalog descriptions are included in Appendix D.

# FACULTY

The faculty primarily responsible consists of (1) SUNY Distinguished Teaching Professor; (1) Full Professor; (1) Assistant Professor. Copies of faculty resumes are included in Appendix E.

There will be (3) full-time faculty assuming primary responsibility for the major. These faculty represent a mix of training, gender, and ethnicity which adds a unique and vital dimension to the curriculum. These faculty have already cooperated extensively over the years in interdisciplinary work and have shared commitment to that perspective and to the student body that the College serves. The philosopher has a broad history of ideas background, the religious studies faculty member is a SUNY Distinguished Professor whose work and publications have been in philosophy and the history of ideas as well as religious studies, and the classicist is qualified to teach introductory courses in philosophy and logic as well as more specialized courses in classical philosophy and religion. He has also been the director of the freshman skills programs at Brooklyn College and Old Westbury, thus adding an important skills dimension to the major. We would draw upon the faculty within the program for interdisciplinary courses which supplement themes and historical periods as well as cross-list where appropriate. The chart below summarizes the courses that these faculty are teaching.

## COURSES TAUGHT:

Maureen Feder-Marcus

Introduction to Philosophy  
Introduction to Logic  
History of Philosophy I  
History of Modern Philosophy  
Existentialism  
Rise of Reason  
Ethics

Conceptual Foundations of Business  
Contemporary Philosophical Issues

Mervyn Keizer: Introduction to Philosophy  
Introduction to Logic  
History of Philosophy I (Greek to Renaissance)  
Rise of Reason  
Greek and Roman Religion

Albert Rabil: Introduction to Religions of the World  
Introduction to the Study of Religion  
Foundations of the Judeo-Christian Tradition  
Ethics  
Existentialism  
History of Christian Practice and Thought  
History of Jewish Practice and Thought  
History of Islamic Practice and Thought  
Sixteenth Century: Reformation Europe

OTHER MEMBERS OF THE PROGRAM CURRENTLY TEACH THE REMAINING COURSES LISTED FOR THE MAJOR.

Program Director

Dr. Maureen Feder-Marcus will serve as the program director.

LIBRARY

	Approx. # of Cataloged Book Titles
<u>Comparative Humanities</u> , with the options of philosophy	
religion, literature, and world cultures	?
Philosophy (Broader terms) [B, BC, BD, BH, BJ]	3520
Religion (Broader terms) [BL-BX]	6400

## COMPARATIVE HUMANITIES

American Book Review  
American Philosophical Quarterly  
American Poetry Review  
American Scholar  
American Speech  
Analysis  
Archaeology Magazine  
Asian Survey  
Bibliography of Asian Studies  
Black American Literature Forum  
Callaloo  
Chinese Literature  
CLA Journal  
Classical Journal  
CLIO  
College Composition and Communication  
College English  
Communication Education  
Comparative Literature  
Comparative Studies in Society  
Contemporary Literature  
Critical Inquiry  
Cross Currents  
Daedalus  
English Journal  
English Studies  
Et Cetera  
Ethics  
Fiction  
Historian  
History of Philosophy Quarterly  
History of Religions  
History and Theory  
History Today  
Hudson Review  
Human Factors  
Humanist  
International Philosophical Quarterly  
Interpretation/A Journal of Political Philosophy  
Jewish Social Studies  
Journal of African History  
Journal of the American Academy of Religion  
Journal of Asian History  
Journal of Asian Studies  
Journal of European Studies  
Journal of Folklore Research  
Journal of Hellenic Studies  
Journal of the History of Ideas  
Journal of the History of Medicine and Allied Sciences  
Journal of the IES  
Journal of Interdisciplinary History

Journal of Linguistics

Journal of Medicine and Philosophy  
Journal of Modern History  
Journal of Modern Literature  
Journal of Narrative Technique  
Journal of Religion  
Journal of Social History  
Journal of Social Philosophy  
Language Learning  
Language in Society  
Language Problems and Language Planning  
Massachusetts Review  
Mind  
MLN  
Modern Fiction Studies  
Modern Language Journal  
Modern Language Quarterly  
Modern Language Review  
Modern Philology  
The New Criterion  
New German Critique  
New York Folklore  
New York Review of Books  
Nineteenth Century Literature  
Obsidian II/Black Literature in Review  
October  
Pacific Historical Review  
Paris Review  
Partisan Review  
Philosophical Review  
Philosophy  
Philosophy & Phenomenological Research  
Philosophy of Science  
PMLA/Publications of the Modern Language Association of America  
Poetry  
Research in African Literatures  
Review of Contemporary Fiction  
Review of Existential Psychology and Psychiatry  
Review of Metaphysics  
Science as Culture  
Shakespeare Quarterly  
Southern Review  
Speculum/Journal of Medieval Studies  
Studies in the Novel  
Studies in Short Fiction  
Symposium/a Quarterly Journal in Modern Foreign Literature  
Teaching Philosophy  
Technology and Culture  
Technology Review  
TLS/The Times (London) Literary Supplement  
Triquarterly  
Twentieth Century Literature  
Women and Literature  
World Literature Today  
Writer

Writers Digest  
Yale French Studies  
Yale Review  
Zygon/Journal of Religion and Science