

The University of Toledo

NOV 30 2012

New Graduate Course Proposal

COLLEGE OF
GRADUATE STUDIESContact Person Phone (XXX-XXXX) Email College If Other Dept/Academic Unit Alpha/Numeric Code (Subject area - number) Proposed title Proposed Effective Term Is the course cross-listed with another academic unit? RESM 8390Approval of other Academic unit (Signature and title) Is the course offered at more than one level? If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.Credit hours: Fixed: or Variable: to

Delivery mode:	Primary	Secondary	Tertiary
Activity Type	<input type="text" value="Seminar"/>	<input type="text"/>	<input type="text"/>
Minimum Credit Hours	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Weekly Contact Hours	<input type="text" value="2.5"/>	<input type="text"/>	<input type="text"/>

Terms Offered ☒ Fall ☐ Spring ☐ SummerYears offered May the courses be repeated for credit? Maximum hours: Are students permitted to register for more than one section during a term? Grading system: Prerequisites (must be taken **before**): e.g., C or higher in BIOE 4500 or BIOE 5500 and C or higher in MATH 4200, etc.

Permission

Co-requisites (must be taken **together**):

Catalog Description (75 Words Maximum)

The purpose of this research methods course is to explore prominent methods of and approaches to Conceptual Analysis and Textual Interpretation. These methods and approaches constitute the research tools in the field of educational theory and social foundations, among other fields of inquiry. The central goal of the course is to equip doctoral students in field of educational theory and social foundations, among other students whose fields engage in theoretical research, the understanding and skill necessary to engage in theoretical research.

Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for the template.

Course Approval

Department Curriculum Authority

Dale T. Smith ★

Date

10/19/12

Department Chairperson

William M. Gray

Date

2012-Oct-19

College Curriculum Authority or Chair

Dale T. Smith ★

Date

11/20/12

College Dean

Barbara J. Dwyer

Date

11-28-12

Graduate Council

PLH

Date

1-23-2013

Dean of Graduate Studies

Date

Office of the Provost

Date

For Administrative Use Only

Effective Date

CIP Code

Subsidy Taxonomy

Program Code

Instruction Level

The University of Toledo

TSOC/RESM 8390

Methods of Conceptual Analysis and Textual Interpretation

Dale T. Snauwaert, Ph.D.

Professor, Educational Theory and Social Foundations

Phone: 429-530-2478 email: dale.snauwaert@utoledo.edu Office: Gillham 5000C

Office Hours:

Course Description

The purpose of this research methods course is to explore prominent methods of and approaches to Conceptual Analysis and Textual Interpretation. These methods and approaches constitute the research tools in the field of educational theory and social foundations, among other fields of inquiry. The central goal of the course is to equip doctoral students in field of educational theory and social foundations, among other students whose fields engage in theoretical research, the understanding and skill necessary to engage in theoretical research.

Objectives

- (1) Students will demonstrate a critical understanding of the nature of the methods of and approaches to conceptual analysis and textual interpretation through the direct application of those methods to normative theory development, analysis, and justification;
- (2) Students will demonstrate skill in the application of the methods of and approaches to conceptual analysis and textual interpretation through the development, analysis, and justification of specific theoretical arguments and analyzes.

Required Texts

Baggini, Julian, and Peter S. Fosl. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. Malden, MA: Blackwell Publishers, 2003.

Dilthey, Wilhelm. *Hermeneutics and the Study of History*. Eds. Rudolf A. Makkreel and Frithjof Rodi. Princeton, New Jersey: Princeton University Press, 1996.

Gadamer, Hans-Georg. *Truth and Method*. Trans. Joel Weinsheimer and Donald G. Marshall. New York: Continuum, 1994.

Gadamer, Hans-Georg. *Philosophical Hermeneutics*. Trans. David E. Linge. Berkeley: University of California Press, 1976.

Ricoeur, Paul. *The Conflicts of Interpretation: Essays in Hermeneutics*. Trans. Willis Domingo et al. Evanston: Northwestern University Press, 1974.

Rorty, Richard. *Philosophy and the Mirror of Nature*. Princeton: Princeton University Press, 1979.

Recommended readings are listed under each topic in the Course Outline below.

Pedagogical Approach and Assessment of Learning

The class is structured by and employs a pedagogy of reflective inquiry. This pedagogy calls upon students to engage in critical reflection and inquiry to formulate and deepen understanding and skill based upon a deep comprehension of the subject matter. To elaborate, the pedagogy includes four dimensions: (1) the acquisition and deepening of background knowledge; (2) the understanding of a broad professional and philosophical vocabulary, including key concepts; (3) deep comprehension; and (4) application, including critical analysis. The following **required activities** instantiate these pedagogical dimensions:

1. **Readings, Lectures, and Notes:** background knowledge and comprehension will be acquired and deepened through *reading* the course readings, which constitute an inquiry and dialogue with leading normative theorists. Careful, thoughtful reading of the course materials and attention to lectures and notes is essential to the development of background knowledge and comprehension.
2. **Discussions and Dialogue:** all four of the pedagogical dimensions will be developed through discussion and reflective dialogue. Discussion will occur through the formulation and articulation of questions and thoughtful responses to questions formed and articulated by your instructor and classmates.

To foster dialogue you will formulate and articulate a discussion question (or questions – at least one question is required, but you are invited to post more) for each of the six topics above. Once you have formulated your question you will present your question in class. These questions can be questions of clarification, however, analytic questions are preferred and encouraged. Attempt to ask questions that probe, analyze, interrogate, and/or infer.

3. **Analytic Projects:** all four of the pedagogical dimensions will be developed through the projects. You will be required to submit two analytic projects, one engaging the methods of conceptual analysis and the second the methods of textual interpretation. Each project will consist of an article length paper, approximately 20 pages. The conceptual analysis project will articulate and justify a choice of methodologies of conceptual analysis studied in the course and an application of those methodologies to the analysis and/or construction of a theoretical argument that defends a specific proposition or propositions. The textual interpretation project will articulate and justify a choice of methodologies of textual interpretation studied in the course and an application of those

methodologies to the construction of a theoretical argument that defends a specific interpretation of the meaning of a particular text—an articulated theoretical argument.

References

The following referencing systems can be used:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The Chicago manual of style (15th ed.). (2003). Chicago: University of Chicago Press.

Other appropriate scholarly apparatus

Assessment

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (20% of the grade), two analytic projects (60%--30% each), and oral presentations of each project (20%).

Course Outline

I Introduction—the nature of conceptual analysis and textual interpretation

II Conceptual Analysis

1. Methods of Argument

§§ Deduction §§ Induction §§ Validity and Soundness §§ Consistency (logical coherence) §§ Refutation §§ Dialectic

Required Reading

Baggini, Julian, and Peter S. Fosl. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. Malden, MA: Blackwell Publishers, 2003, chapters 1 and 2.

2. Methods for Assessment and Critique

§§ Question begging §§ Reductio ad absurdum §§ Self-defeating arguments §§ Regressions §§ Redundancy §§ Sufficient reason §§ Alternative explanations §§ Ambiguity §§ Excluded middle §§ Bivalence §§ Category errors §§ Circularity §§ Conceptual incoherence §§ Counter examples §§ False dichotomy

Required Reading

Baggini, Julian, and Peter S. Fosl. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. Malden, MA: Blackwell Publishers, 2003, chapter 3.

3. *Methods for Conceptual Distinctions*

§§ A priori/a posteriori §§ Absolute/relative §§ Analytic/synthetic §§
Necessary/contingent §§ Essence/accident §§ Necessary/Sufficient §§
Objective/subjective §§ Thick/thin concepts

Required Reading

Baggini, Julian, and Peter S. Fosl. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. Malden, MA: Blackwell Publishers, 2003, chapter 4.

4. *Methods of Radical Critique*

Baggini, Julian, and Peter S. Fosl. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*, chapters 5 and 6.

Further Reading

Sinnott-Armstrong, Walter, and Robert J. Fogelin. *Understanding Arguments: An Introduction to Informal Logic*. Belmont, CA: Wadsworth Cengage Learning, 2010.

Johnson, Shelly. *The Argument Builder*. Camp Hill, PA: Classical Academic Press, 2008.

Lavery, Jonathon, William Hughes, and Katheryn Doran. *Critical Thinking: An Introduction to the Basic Skills*. Buffalo, NY: Broadview Press, 2009

Vaughn, Lewis. *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*. New York: Oxford University Press, 2005.

Presentation of Analytic Project 1

III Textual Interpretation—Hermeneutics and Exegesis

Required Reading

Dilthey, Wilhelm. *Hermeneutics and the Study of History*. Eds. Rudolf A. Makkreel and Frithjof Rodi. Princeton, New Jersey: Princeton University Press, 1996.

Gadamer, Hans-Georg. *Truth and Method*. Trans. Joel Weinsheimer and Donald G. Marshall. New York: Continuum, 1994.

Gadamer, Hans-Georg. *Philosophical Hermeneutics*. Trans. David E. Linge. Berkeley: University of California Press, 1976.

Ricoeur, Paul. *The Conflicts of Interpretation: Essays in Hermeneutics*. Trans. Willis Domingo et al. Evanston: Northwestern University Press, 1974.

Rorty, Richard. *Philosophy and the Mirror of Nature*. Princeton: Princeton University Press, 1979.

Further Reading

Caputo, John. *Radical Hermeneutics: Repetition, Deconstruction, and the Hermeneutic Project*. Bloomington: Indiana University Press, 1987.

Gadamer, Hans-Georg. The historicity of understanding. In P. Connerton (Ed.), *Critical sociology*, Harmondsworth: Penguin Books Ltd, 1976 (pp. 117-133).

Habermas, Jürgen. *On the Logic of the Social Sciences*. Trans. Shierry Weber Nicholsen and Jerry A. Stark. Cambridge: Polity Press, 1988.

Ramberg, Bjørn and Gjesdal, Kristin, "Hermeneutics", *The Stanford Encyclopedia of Philosophy (Summer 2009 Edition)*, Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/sum2009/entries/hermeneutics/>.

Warnke, Georgia. *Gadamer. Hermeneutics, Tradition, and Reason*. Stanford: Stanford University Press, 1987.

Presentation of Analytic Project 2

IV Conclusion

Statement of Inclusion and Civility

In concert with the University of Toledo's values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Promote a collaborative and supportive educational environment in a diverse community
- Treat every individual with kindness, consideration, dignity, and respect regardless of:
 - Gender,
 - Race/ethnicity,
 - Religion,
 - Sexual orientation,
 - Impairment(s)/Disability(ies),
 - Social economic status,
 - Political views, and
 - Other element(s) of diversity

Academic Accommodations/Accessibility

“The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester” (Faculty resources, 2012, “Academic accommodations,” para. 4).

Academic Honesty

All acts of plagiarism and cheating are significant acts of academic dishonesty and will result in automatic failure in the course and probable dismissal from the university. Make sure that the work you put your name on is in fact your own work.