PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: (Study Away) HUMN 390: Topics in Humanities, Religion and Philosophy- Italy & France

Initiating Unit or Individual: DR. DAVID AIKEN, DEPT. OF HUMANITIES
Contact Person's Name: DR. DAVID AIKEN e-mail: AIKEN@FERRIS.EDU phone: 3615
Date or Term of Proposal Implementation: SUMMER 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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<th>Group/Individual</th>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)    Board of Trustees (Date Approved)    President's Council (Date Approved)
1. Proposal Summary

From Descartes in the 17th century, and the 18th century fables of les moralists (i.e., Larocheffoucaud, La Fontaine), to the salons of the 18th century philosophes (i.e., Rousseau, Voltaire), who were the intellectual fathers of the secular democratic vision from which the American ideal will spring; from the 18th-19th century religious protests against the Catholic Church, which will send forth splinter boatloads of early ‘pilgrim fathers’ to the new world in the Americas, as well as ‘les immoralistes’ such as the Marquis de Sade, Laclos, or André Gide, to the existentialist visionaries of the 20th century, Camus and Sartre, French intellectuals and philosophers have had a profound influence on the development of western philosophical, and secular and religious thought. We will begin our thinking with a global survey of the major Western philosophical topics and ideas, such as reality, justice, the good life, etc. Then we will 1) focus our specific attentions on the significant French intellectuals of each century, e.g., Descartes, Montaigne, La Fontaine, Voltaire, and Camus, 2) will learn how these continental thinkers have contributed to the development of philosophical thought in the anglo-saxon tradition. Equally, the Renaissance intellectuals of Italy, such as Machiavelli, Mirandola, Alberti, etc., and some of the more recent thinkers, such as Umberto Eco, provide a long, coherence line of philosophico-literary thinkers who continue to influence the flow of European ideas. In addition to their readings, our students will have daily lectures in the course of the trip, visit museums and monuments of historical, religious and philosophical interest. (Study Away) HUMN 390: Topics in Humanities, Religion and Philosophy- Italy & France, (6 credit hours) is a happy combination of topics in philosophical themes and thinkers, contextualized in terms of French intellectual culture and history, in which students will discover the impact French and Italian philosophical and religious thought has had in the evolution of Western thought.

2. Summary of All Course Action Required*

   a. Newly Created Courses to FSU:
      Prefix   Number   Title
      HUMN 390  (Study Away): Topics in Humanities, Religion and Philosophy- Italy & France

   b. Courses to be Deleted From FSU Catalog:
      Prefix   Number   Title

   c. Existing Course(s) to be Modified:
      Prefix   Number   Title

   d. Addition of existing FSU courses to program
      Prefix   Number   Title

   e. Removal of existing FSU courses from program
      Prefix   Number   Title
3. Summary of All Consultations

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<td>Form C</td>
<td>12/20/10</td>
<td>FLITE</td>
<td>Scott Atwell</td>
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4. Will External Accreditation be Sought? (For new programs or certificates only)

___________ Yes ________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

N/A
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: (Study Away) HUMN 390: Topics in Humanities, Religion and Philosophy- Italy & France

Projected number of students per year affected by proposed change: 15

Initiator(s): DR. DAVID AIKEN

Proposal Contact: DR. DAVID AIKEN Date Sent: 08 December 2010

Department: HUMANITIES Campus Address: JOH 122
(Please print)

Liaison Librarian Signature: ____________________________ Date: ___

Dean of FLITE Signature: ____________________________ Date Returned: ___

Based upon our review on _____ (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $__________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
NEW COURSE INFORMATION FORM
See Sample: Limit to One Page.

Course Identification:
Prefix: HUMN
Number: 390
Title: (Study Away): Topics in HUMN, RELG, PHIL-IT&FR

Course Description:
From Descartes in the 17th century, and the 18th century fables of les moralists (i.e., Larochefoucaud, La Fontaine), to the salons of the 18th century philosophes (i.e., Rousseau, Voltaire), who were the intellectual fathers of the secular democratic vision from which the American ideal will spring; from the 18th-19th century religious protests against the Catholic Church, which will send forth splinter boatloads of early 'pilgrim fathers' to the new world in the Americas, as well as 'les immoralistes' such as the Marquis de Sade, Laclos, or André Gide, to the existentialist visionaries of the 20th century, Camus and Sartre, French intellectuals and philosophers have had a profound influence on the development of western philosophical, and secular and religious thought. We will begin our thinking with a global survey of the major Western philosophical topics and ideas, such as reality, justice, the good life, etc. Then we will 1) focus our specific attentions on the significant French intellectuals of each century, e.g., Descartes, Montaigne, La Fontaine, Voltaire, and Camus, 2) learn how these continental thinkers have contributed to the development of philosophical thought in the anglo-saxon tradition. Equally, the Renaissance intellectuals of Italy, such as Machiavelli, Mirandola, Alberti, etc., and some of the more recent thinkers, such as Umberto Eco, provide a long, coherence line of philosophico-literary thinkers who continue to influence the flow of European ideas. In addition to their readings, our students will have daily lectures in the course of the trip, visit museums and monuments of historical, religious and philosophical interest.

HUMN 390: Topics in Humanities, Religion and Philosophy, (6 credit hours) is a happy combination of topics in philosophical themes and thinkers, contextualized in terms of French intellectual culture and history, in which students will discover the impact French and Italian philosophical and religious thought has had in the evolution of Western thought.

Course Outcomes:

Outcomes AND ASSESSMENT PLAN for HUMN 390: Topics in Humanities, Religion and Philosophy
Study Abroad Travel in ROME, FLORENCE & PARIS May 10 – 24, 2011. The overall experience of a 'classroom' HUMN 390 is significantly different from the experience of a HUMN 390 offered as a Study Abroad. The GE outcomes (C, G) certainly remain the same however. What differs in a Study Abroad, though, is the 'tone' of what is being studied. In the classroom we may read the French philosophers or the Renaissance syncretists, but in the experience of the real French/Italian (even modern) world, we begin to 'sense' for ourselves, in real-life situations (e.g., hotels, etc.) the very different reality of modern France and Italy, which is nonetheless nestled against a landscape of enormous antiquity. This is the difference between reading music, then hearing the composition played, then hearing the same piece interpreted diversely by diverse orchestras. I do not believe this outcome, necessarily, to be assessable; but it is the outcome that we strive for in the Humanities, because it is the fundamental experience of that type of education that changes lives. This is the quality, unique to the HUMN 390 Study Abroad, which would make it different to the HUMN 390 traditional classroom.

1. In addition to fulfilling the GE requirements for Cultural Enrichment and Global Consciousness, the six credit hours of HUMN 390: Topics in Humanities, Religion and Philosophy, count toward FSU minors in Philosophy and/or Religious Studies.

2. Students will come to a greater appreciation and understanding of the Italy and France, their unique cultures, intellectual legacies, and diverse worldviews.
HUMN 390: has the following General Education objectives: 1.) To familiarize the student with the various themes and aspects of European literature and thought, whether considered through the prism of literature and language, history, culture (music, art, etc.), or religion and philosophy. 2.) To bring the student to understand the link between the stories of the ancient western world, and the types of social, religious, philosophical and political beliefs and attitudes that have arisen in conjunction with stories.

GENERAL EDUCATION OUTCOME-C: According to the Cultural Enrichment Outcomes Criteria, “Graduates should be able, through the humanities, arts and literature, to enrich their own lives, to increase their understanding of themselves and their culture, and to expand their understanding of the experience and cultures of others, including the experience and cultures of other nations and cultural traditions.”

CULTURAL ENRICHMENT: HUMN 390 fulfills the Cultural Enrichment outcomes: “provide interpretive approaches to the events, arts, languages, or ideas of cultures.”; “Offer an appreciation and understanding of the ‘techniques’ of the arts or disciplines.”; “Help students explore new ways to perceive, think, experience, and value.”; and “Provide knowledge and appreciation of the components of a culture.”

GENERAL EDUCATION OUTCOME-G: According to the Global Consciousness Outcomes Criteria, “graduates should be able to demonstrate a working knowledge of the world, its diverse cultures, and the geographic, economic, cultural and historical relationships among nations and peoples.” Students will be taught to, and then asked to, interpretate ideas and stories according to various interpretative frames of reference.

GLOBAL CONSCIOUSNESS: HUMN 390 clearly fulfills the Global Consciousness outcomes:
1. At least 50% of the course content must be concerned with one or more of the following areas of a region(s) or country(ies) outside North America: Geography, Economics, Language(s), Culture(s), History.
2. The course must focus on understanding such regions or countries. Narrowly specific material that does not develop understanding of the area, in its broadest sense, does not foster "global consciousness."
3. The course should introduce, clarify or clearly use methods for understanding other regions and other cultures, including global interrelationships.

Course Outline including Time Allocation:
Specific Venues
The selection of venues on a daily basis depends to some extent on weather conditions. For instance, on a sunny day in Italy we would go to the Roman Coliseum or the Trevi Fountain. On a rainy day, we would go to St. Peter’s Cathedral or the Sistine Chapel. Listed below are the venues we will visit on a daily basis. On the opposite page is their admission as of this writing. The International Student Card often provides discounts, but it is hit and miss. For that reason I have provided the full adult price to err on the side of caution. In addition, I have converted euros to dollars for clarity.

ROME
Monday, May 11th
• Trevi Fountain-Free
• Spanish Steps- Free

Tuesday, May 12th
• Roman Colosseum- $14.00
• Roman Forum- Free with Colosseum ticket
• Arch of Titus- Free
• Arch of Constantine- Free
• House of the Vestal Virgins- Free
• Capitoline Museum- $10.00
• St. Pietro in Vincoli- Free

Wednesday, May 13th
• St. Peter’s Cathedral- Free
• Dome of St. Peter’s $6.50
Thursday, May 14th
• Vatican Collections including the Sistine Chapel and Raphael’s Rooms - $10.00
• Christian Catacomb of St. Sebastian $6.50

Friday, May 15th
• Pantheon-Free
• Piazza Navona- Free

FLORENCE

Saturday, May 16th We will leave Rome in the late morning by train to go up the peninsula to Florence. Upon our arrival in Florence we will walk the short distance from the train station to our hotel near the Florence Cathedral. The venues in Florence include:

Saturday, May 16th
• Cathedral of Santa Maria del Fiore- Free
• Brunelleschi’s Dome- $7.80
• Museum of the Dome- $7.80

Sunday, May 17th
• Florentine Baptistry and Ghiberti’s Doors- $3.45
• Uffizi Gallery- $8.45
• Pallazo Vecchio- Free
• Ponte Vecchio- Free
• Orsanmichele- Free

Monday, May 18th
• Gallery dell’Accademia and Michelangelo’s David- $8.45
• Medici Chapels- $7.80
• Piazzale Michelangelo- Free
• Leather Markets

Tuesday, May 19th
• Departure to Paris

PARIS

Tuesday, May 19th
• Notre Dame Cathedral- free ($6.00 to cathedral towers)
• Seine River Tour- $8.00

Wednesday, May 20th
• Louvre Museum $13.00
• Eiffel Tower $23.00

Thursday, May 21st
• Arch of Triumph- free
• Orsay Museum
• Sacred Heart Basilica- free

Friday, May 22nd
• Sainte Chapelle- $7.30
• Rodin Museum- $8.40
• Picasso Museum- $8.00
Saturday, May 23rd
• Pompidou Center- $12.00
• Versailles Palace- $9.00
• Sunday, May 24th

Return to Detroit
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201105.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: HUMN  
   b. Number: 390  
   c. Enter Contact Hours per week in boxes. LECture XX LAB INDependent Study – Check (x)  
   Practicum:  
   Seminar:  
   d. Course Title: HUMN 390: Topics in HUMN, RELG, PHIL (Limit to 30 characters/spaces.)  
   e. College Code: AS  
   f. Department Code: HUM  
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type: ☐ Variable  
   XX ☐ Fixed  
   h. Minimum Credit Hours 6  
   i. Maximum Credit Hours 6  
   j. May Be Repeated for Added Credit: Check (x) XX Yes  
   ☐ No  
   k. Levels: Check (x) XX ☐ Undergraduate  
   ☐ Graduate  
   ☐ Professional  
   l. Grade Method: Check (x) XX ☐ Normal Grading  
   ☐ Credit/No Credit only (Pass/Fail)  
   m. Does proposed new course replace an equivalent course? Check (x) ☐ Yes  
   XX ☐ No  
   n. Equivalent course: Prefix ☐  
   Number ☐  
   See instructions on Replacement courses.  
   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   We begin with a survey of Western philosophical topics, then focus our attention on significant French intellectuals, learn how these thinkers contributed to philosophical thought in the West. Renaissance intellectuals, e.g., Machiavelli, and some of the more recent thinkers, e.g., Umberto Eco, continue a line of philosophico-literary thinkers who influence European ideas. In addition to readings, students have lectures during the trip, visit museums and monuments of historical, religious and philosophical interest.  
   p. Term(s) Offered: ☐ summer  
   (See instructions for listing.)  
   q. Max. Section Enrollment: 15  
   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.  

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ☐ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d:  
Date Completed:  
Entered: SCACRSE _ SCADETL _ SCARRES _ SCAPREQ ___
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the general education designation being sought should be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found on the FSU web page: Home/Academics/General Education Requirements/Criteria.

Upon review the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

THE UNIVERSITY GENERAL EDUCATION COMMITTEE MUST ACT BEFORE PROPOSAL CAN BE FORWARDED TO THE UCC.

Course Prefix: HUMN  Course Number: 390

Course Title : Topics in HUMN, RELG and PHIL -IT&Fr  G. E. Codes Requested: C,G

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment;
W=Writing Intensive; Z=Scientific Understanding

Initiator: DR. DAVID AIKEN  Date Sent: 15 December 2010

Proposal Contact: DR. DAVID AIKEN  Email: AIKEN@FERRIS.EDU

Department: HUMANITIES  Campus Address: JOH 122

Please Print

University General Education Committee: _____

Chair: _____ Date Returned: _____

Based upon University General Education Committee review on (date), we

☐ Support the request to designate the course listed above as a (insert Gen. Ed. Designation(s)).

☐ Do not support the request to designate the course listed above as a (insert Gen. Ed. Designation(s) for reasons listed below.

Comments: ______
From: Dr. David Aiken, Professor, Department of Humanities  
To: Ferris State University Curriculum Committee  

I have submitted a Study Abroad course to be added to the Humanities curriculum; the course qualifies for Cultural Enrichment and Global Consciousness general education credit. The course is (Study Away) HUMN 390: Topics in Humanities, Religion and Philosophy. This Study Abroad begins with a survey of the major Western philosophical topics; then we focus on significant European intellectuals, and learn how these thinkers contribute to the development of Western philosophical thought. Renaissance intellectuals of Italy, such as Machiavelli and Vico, and more recently Umberto Eco, complete a coherent line of intellectuals who continue to influence European ideas. In addition to readings, students have lectures, visit museums and monuments of historical, religious and philosophical interest. HUMN 390: Topics in Humanities, Religion and Philosophy will meet each of the criteria for Cultural Enrichment in the following ways:

1. To provide interpretive approaches to the events, arts, languages, or ideas of cultures.
   - Through lecture, discussion, and exposure to primary source materials (written culture, geographical culture, artistic culture), HUMN 390: Topics in Humanities, Religion and Philosophy will analyze the various intellectual trends and patterns that would ultimately give rise to a distinctly modern, Western philosophical thought.

2. To offer established methodologies for understanding components of cultures.
   - Through lecture, discussion, and exposure to primary source materials (written culture, geographical culture, artistic culture), students will engage in criticism and critical thinking about documents and ideas. Students will learn to question individual thinker’s motives, to inquire into the historical and philosophical circumstances at the time of writing, as well as the language used in the documents.

3. To offer an appreciation and understanding of the “techniques” of the arts or disciplines.
   - Through lecture, discussion, and secondary source reading, students will learn to appreciate the craft of philosophizing, and how philosophers grapple with the ideas of their times.
   - Through the use of primary source materials, students will come to appreciate the context of the time period and how that context works to define an individual’s perception and action.

4. To possibly provide participation in the various arts. N/A

5. To help students see the connection between the elements of cultures and themselves; #9: To provide knowledge and appreciation of the components of a culture.
   - Visiting the geographical locations and cultural settings that saw the birth of the European West, helps students to see the connection between their own history and culture, and themselves as inheritors of a tradition of thinking about the world. This encourages students to participate in the larger Community as Cosmopolitans, or Citizens of the World.
   - Study Abroad in general, and HUMN 390: Topics in Humanities, Religion and Philosophy in particular, is interested in studying the various religious, philosophical, historical, and political components of the intellectual life of the West.

6. To help students explore new ways to perceive, think, experience, and value.
   - Humanities courses, by their very nature, promote critical thinking through analysis of primary source materials, discussion, and student articulation through various assigned tasks.

7. To help students gain a better understanding of a culture from an analysis of specific events or works.
   - Visiting the geographical locations and cultural settings that saw the birth of the European intellectual West, helps students to see the connection between their own history and culture, and themselves as inheritors of a tradition of thinking about the world. This is necessary if we desire students to become well-rounded individuals and active Citizens in their country.

8. To be compatible with the designation of other universities.
   - Humanities courses are by nature of cultural enrichment value.

9. To provide knowledge and appreciation of the components of a culture. Cf. #5
10. To offer an understanding of the processes of thought or creativity that produces a cultural artifact. Cf. #5
11. Taught by faculty with the appropriate credentials.
   - This course will be taught by Dr. David Aiken, Professor of Humanities, Philosophy and Religion,
     Department of Humanities JOH 122, Ferris State University.

*HUMN 390: Topics in Humanities, Religion and Philosophy* will meet the principal criteria for Global Consciousness in the following ways:
2. Except for the pre-travel teaching sessions, 100% of *HUMN 390: Topics in Humanities, Religion and Philosophy* will take place outside of North America.
3. *HUMN 390: Topics in Humanities, Religion and Philosophy* is interested in the origins of modern, western religious and philosophical thought. Therefore, the course is primarily of modern, even contemporary emphasis.

Sincerely,

Dr. David Aiken
January 17, 2011

TO:  Don Flickinger, Associate Provost of Academic Affairs  
     Meral Topcu, Chair, College Curriculum Committee

FR:  Reinhold Hill, Interim Dean

RE:  HUMN 390: Topics in Humanities, Religion and Philosophy – Italy & France

Enclosed for your information is the proposal for HUMN 390: Topics in Humanities, Religion and Philosophy – Italy & France which I have approved to be offered Summer 2011 by the Humanities Department.

Thank you.

Cc:  Grant Snider  
     Carrie Franklund