**FORM A**

**College of Arts and Sciences**

Revised 05/08/2009

**PROPOSAL SUMMARY AND ROUTING FORM**

**Proposal Title:** *(Honors Experimental) PHIH 390: The Good Life*

**Initiating Unit or Individual:** Grant Snider  
**Contact Person's Name:** Grant Snider  
**e-mail:** snider@ferris.edu  
**phone:** 2777

**Date or Term of Proposal Implementation:** Fall 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
- **X** Group II - B - New Course
- Group III - Certificates
- Group IV - Off-Campus Programs

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<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<td>Program or Academic Unit Faculty</td>
<td>[Signature]</td>
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<td>* Support</td>
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<td>Department Faculty</td>
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<td>Department Head</td>
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<td>Support with Concerns</td>
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<td>College Curriculum Committee</td>
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<td>Academic Affairs</td>
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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.

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To be completed by Academic Affairs

| President (Date Approved) | Board of Trustees (Date Approved) | President’s Council (Date Approved) |
1. Proposal Summary
   (Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.
   Additional rationale may be attached.)
   This experimental honors course, requested by the Honor’s Program, will explore some issues typically discussed but not explored in depth in traditional ethics courses. This course will confront essential personal and philosophical questions: How should you live your life? What are the keys to human flourishing? What are the obstacles to happiness? What can writers across time provide us in answering these questions? This course also will explore the relationship between “living the good life” (a life lived with regard for one’s own self) and “living a life in which there is goodness” (a life lived with regard for other selves.)

2. Summary of All Course Action Required*
   a. Newly Created Courses to FSU:
      Prefix  Number  Title
      PHIH    390   (Honors) The Good Life

   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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<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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<tr>
<td>Form C</td>
<td>1/14/11</td>
<td>FLITE</td>
<td>Scott Atwell</td>
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<tr>
<td>Form B</td>
<td>1/14/11</td>
<td>Humanities Area</td>
<td>David Aiken</td>
</tr>
<tr>
<td>Form B</td>
<td>1/14/11</td>
<td>Honors Program</td>
<td>Maude Bigford</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
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title (Honors Experimental) PHIH 390: The Good Life

Initiator(s): Grant Snider

Proposal Contact: Grant Snider Date Sent: 1/14/11

Department: Humanities Department, Campus Address: JOH 117
(Please print)

Responding Department: Humanities Area

Chair/Head/Coordinator: David Aiken Date Returned: ____

Based upon department faculty review on ____ (date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  (Honors Experimental) PHIH 390: The Good Life

Initiator(s): Grant Snider
Proposal Contact: Grant Snider Date Sent: 1/14/11
Department: Humanities Department Campus Address: JOH 117
(Please print)

Responding Department: Honors Program
Chair/Head/Coordinator: Maude Bigford Date Returned: ____

Based upon department faculty review on ____ (date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
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: (Honors Experimental) PHIH 390: The Good Life

Projected number of students per year affected by proposed change: 23

Initiator(s): Grant Snider

Proposal Contact: Grant Snider Date Sent: January 2011

Department: Humanities Campus Address: JOH 117
(Please print)

Liaison Librarian Signature: [Signature] Date: 1-13-11

Dean of FLITE Signature: [Signature] Date Returned: 1-13-11

Based upon our review on 1-13-11 (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 Two Pages Please

Course Identification:

Prefix: PHIH  Number: 390  Title: (Honors) The Good Life

Course Description:

This course will confront personal and philosophical questions: How should you live your life? What are the keys to human flourishing? What are the obstacles to happiness? What can past writers provide us in answering these questions? This course also will explore the relationship between “living the good life” (a life lived with regard for one’s own self) and “living a life in which there is goodness” (a life lived with regard for other selves.)

Course Outcomes and Assessment Plan:

Upon completion of the course, students will be able to

1. Articulate or summarize in writing some of the key philosophical treatments of “the good life.”
2. Appraise these philosophical perspectives in light of their own individual, personal visions of life.
3. Apply the conceptual frameworks of the primary readings to depictions of human condition found in other literary or philosophical texts.

Course Outline including Time Allocation:

Each of the following units will take approximately three weeks

Unit One: What Can the Ancients Teach Us?
(Possible readings: Plato, Aristotle, Epictetus, Diogenes)

Unit Two: Good Work
(Possible readings: Marx, Adler, Ogilvy, Pascal, De Botton, Sennett, Emerson)

Unit Three: The Not-So-Good Life: Failure and Meaninglessness
(Possible readings: Russell, Sennett, Tucker-Ladd, Nietzsche, Sartre, De Beauvoir)

Unit Four: Having a Good Time
(Possible readings: Augustine, Rybczynski, Montaigne, De Botton)

Unit Five: Being Good
(Possible readings: Luther, Du Bois, Buber, Noddings)
CREATE NEW COURSE
Course Data Entry Form

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): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

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

a. Course Prefix: PHIH
b. Number: 390
c. Enter Contact Hours per week in boxes.
   Lecture X, Lab [ ] INdependent Study – Check (x) [ ]
   Practicum: [ ] Seminar: [ ]
d. Course Title: The Good Life (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 X [ ] Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3
j. May Be Repeated for Added Credit: Check (x) [ ] Yes X [ ] No
k. Levels: Check (x) X [ ] Undergraduate [ ] Graduate [ ] Professional
l. Grade Method: Check (x) X [ ] Normal Grading [ ] Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) [ ] Yes X [ ] No
n. Equivalent course: Prefix [ ] Number [ ] See instructions on Replacement courses.
o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This course will confront personal and philosophical questions: How should you live your life? What are the keys to human flourishing? What are the obstacles to happiness? What can past writers provide us in answering these questions? This course also will explore the relationship between "living the good life" (a life lived with regard for one's own self) and "living a life in which there is goodness" (a life lived with regard for other selves.)
p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 23
r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Honors Program.

UCC Chair Signature/Date: __________________________________________ 1/1


Academic Affairs Approval Signature/Date: __________________________________________ 2/14/11

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 must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

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.

Course Prefix: PHIH  Course Number: 390

Course Title: The Good Life  G. E. Codes Requested: C

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

Initiator: Grant Snider  Date Sent: 1/13/11

Proposal Contact: Grant Snider  Email: snider@ferris.edu

Department: Humanities  Campus Address: JOH 117

Please Print

University General Education Committee: _____

Chair: _____  Date Returned: 2/8/11  via email

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:

_____
Don,

The following courses have been approved for Gen Ed status by the appropriate subcommittees and the University Gen Ed Committee:

ARTS 290 Aesthetic Engineering for Cultural Enrichment

PHIL 316 Applied Ethics for Cultural Enrichment

HIST 390 Political Assassinations in American History for Cultural Enrichment

PHIH 390 The Good Life (Honors) for Cultural Enrichment

HCSA 290 Comparative Healthcare France Switzerland (Study Away) for Global Consciousness

Fred Heck
General Education Coordinator
General Education Course Criteria Form

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator.

Some of the outcome areas state that a course “should meet” rather than “must meet” the given criteria. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page(s) must be included with curriculum proposal forms A, E, F and G and then sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation.

Please contact the General Education Coordinator for any questions about this process.

Form approved by University General Education Committee, December 2008
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

Through an exploration of an extensive and eclectic reading list, this course will provide students a wide range of interpretative approaches to understanding one of the key themes of culture: what does it mean to flourish as a human being? Students will rehearse arguments about “the good life” beginning with the psychagogic (soul inspiring) practices of the Stoics and Epicureans, try on the meditations of Buddhism, struggle with the projected self of existentialism, and work through a pastiche of postmodern challenges to grand narratives of the good life.

2. offer established methodologies for understanding components of cultures;

Essentially drawing upon a branch of ethics, this course will employ critical methods typical of philosophy (close readings, Socratic discussions, probing critiques, etc.) Additionally, as some of the readings are literary in nature, we will use some of the methods of literary criticism.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

The course discussions and assignments will occasionally focus on the craft of writing, whether philosophical or literary styles—on how writers create meaningful and inspiring prose. Thus, students should have an increased understanding and appreciation for the art of writing and for the discipline of philosophy.

4. possibly provide participation in the various arts;

While references to fine art, music, or drama will be made from time to time, the emphasis in this course will not be on "participation" in those forms. Still, one could make the case that the students will “become philosophers” (lovers of wisdom) by specifically using the methods of philosophy to engage philosophical questions that are quite personal.

5. help students see the connection between the elements of cultures and themselves;

Students who enrolled in the course at another institution specifically remarked just how amazed they were that “philosophy” could be so useful to them in their personal and professional lives. The course material has the potential to help students draw connections between their own lives/thoughts/decisions and the larger conceptual/cultural frameworks in which they go about living and working. The course can provide them additional perspectives for navigating life.

6. help students explore new ways to perceive, think, experience, and value;

One of the great benefits of philosophy, especially for the new-comer, is the opportunity to explore new ideas, new ways of thinking, new ways of asking questions, and new ways of making sense of life—of what we value. This course creates a sustained and direct reflection on “value.” What do students value? How are those values situated in larger conceptual and cultural histories? Are there intellectual resources that might help us better navigate the challenges of living among competing values?

7. help students gain a better understanding of a culture from an analysis of specific events or works;

Students will explore significant works of philosophical and literary discourse. To that extent, students will have the opportunity to gain a better understanding of our current, complex culture.
8. be compatible with the designation of other universities;

While the themes of this course are routinely introduced during lower-division ethics or philosophy courses, they also have appeared in more focused courses, sometimes referred to as “happiness” courses—a title I dislike. For some examples, see:

From St. Norbert College:

PHIL 339 Happiness
An examination of classical and contemporary philosophical accounts of happiness. We will consider what happiness is, who is happy, how happiness can be attained, what relation there should be between happiness and politics, and whether happiness can be measured. We will also consider some applied issues, which may include wealth and happiness; whether there is a relation between religious experience and happiness; and what, if anything, the extensive use of anti-depressants in our society means. Historical figures studied may include Epicurus, Seneca, Aristotle, Augustine, Aquinas, Mill, Sidgwick, and Nietzsche.

From Georgetown University:

THEO-162-01 The Good Life
Spring only
Professor Mark Miller
Much of the way we live our lives and the way we reflect on our lives is disconnected. On a national level, debates rage about the war in Iraq, health care, evolution and creation. On a personal level, we wonder which major to choose, how to spend our money, whom to befriend. Constantly we are called upon to make decisions. And the consequences are enormous. But how do we decide? With the heart or with the mind? Caring about myself or the world? Through science or faith? Experience or authority? Whether we understand them or not, there are reasons for our decisions, reasons that tend to be grounded historically in some school of thought. This course will seek to identify and integrate positions offered by such thinkers as Thomas Aquinas, Machiavelli, Hobbes, Luther, Ignatius Loyola, Marx, Kierkegaard, Nietzsche, and Bernard Lonergan, SJ.
Credits: 3.00

From Haverford College:

Happiness, Virtue, and the Good Life (PHILH107B01)

Spring 2011

Happiness is something that we all want, but what exactly is it? Perhaps happiness is or involves leading a flourishing life. What, then, is a flourishing life? Does such a life involve the possession and exercise of certain states of character? Which ones? This course will consider these and related issues, including the virtues and their interrelations, the nature and identity of persons, and the meaning (or meaninglessness) of life. Readings from classic and contemporary sources, including Plato, Aristotle, Locke, Hume, Nagel, and Wolf.

9. provide knowledge and appreciation of the components of a culture;

This course will provide students understanding of key conceptual components of our culture. The course units include: “Work and Money,” “Failure,” “Having a Good Time,” and “Being Good.” These are all major components of our cultural experiences: balancing work and play, focusing on self or others, enjoying success or coping with failure.

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

This course will not directly address this specific outcome.

11. be taught by faculty with the appropriate credentials.

Dr. Grant Snider successfully designed and taught this course at Point Park University, and he has many years of experience teaching Philosophy and English courses.
January 26, 2011

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

FR: Reinhold Hill, Interim Dean

RE: PHIH 390: The Good Life

Enclosed for your information is the proposal for PHIH 390: The Good Life which I have approved to be offered Fall 2011 by the Humanities Department.

Thank you.

Cc: Grant Snider
    Carrie Franklund