PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: *(New Course) PHIL 350: Topics in Philosophy*

Initiating Unit or Individual: Humanities Area
Contact Person’s Name: Grant Snider e-mail: sniderg@ferris.edu phone: 2777
Date or Term of Proposal Implementation: Spring 2012

- 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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<th>Vote/Action</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

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<th>President (Date Approved)</th>
<th>Board of Trustees (Date Approved)</th>
<th>President's Council (Date Approved)</th>
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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.)

As a result of the Academic Program Review process, the Philosophy Minor and the Religious Studies Minor have been encouraged to create a BA in Philosophy and Religious Studies. As part of that new degree, we want to offer upper-level courses in philosophy in an efficient and flexible format. In the past, the Humanities Area has submitted a parade of experimental courses (Philosophy of Mind, Philosophy of Evil, and The Good Life, for recent examples). To increase efficiency and to encourage innovation, we are proposing the creation of a single variable topics course (similar to those that exist in the Department of Languages and Literature here at FSU and that exist in Philosophy programs at other institutions like GVSU, CMU, and WMU).

The course will rotate topics and faculty. Faculty members with an interest in teaching the course will submit a syllabus to the rest of the Humanities Area for consultation prior to the scheduling of that topic. The following themes have been suggested as early topic candidates: Philosophy of Mind, Philosophy of Sport/Leisure, Environmental Ethics, or The Good Life.

In addition to serving the curriculum needs of the Philosophy and Religious Studies BA, the topics of this course will be of interest to other programs, fostering some fruitful interdisciplinary learning. For example, a Philosophy of Law topic might appeal to students in Political Science; an Environmental Ethics topic might appeal to students in Biology or in Architecture and Sustainability; Sport and Leisure might appeal to the recently created program in Sports Communication; or, Philosophy of Mind might appeal to Psychology majors. There will be an expectation that faculty developing a topic for the course will collaborate with other relevant programs, minimally sharing the syllabus for feedback from that program’s faculty.

Each section of the course, regardless of topic, will meet the General Education criteria for Cultural Enrichment. The courses based upon these topics will be designed to appeal to philosophy students as well as to the general university community. The Humanities Area will work with the Humanities Department Head to insure that each topics course remains consistent with the criteria of Cultural Enrichment—copies of the syllabi will be shared with the General Education Committee as a courtesy.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix    Number    Title
PHIL      350       Topics in Philosophy


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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<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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<tr>
<td>Form C</td>
<td>April 25, 2011</td>
<td>FLITE</td>
<td>Scott Atwell</td>
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<tr>
<td>Form B</td>
<td>April 25, 2011</td>
<td>Lang and Lit</td>
<td>Nate Garrelts</td>
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4. Will External Accreditation be Sought? (For new programs or certificates only)

   __________ Yes  __________ X___ No

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

5. Program Checksheets affected by this proposal.
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  (New Course) PHIL 350: Topics in Philosophy

Initiator(s): Grant Snider

Proposal Contact: Grant Snider  Date Sent: April 25, 2011

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

Responding Department: Languages and Literature (ENGL 250 as pre-req.)

Chair/Head/Coordinator: Nate Garreifs  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: (New Course) PHIL 350: Topics in Philosophy

Projected number of students per year affected by proposed change: 

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<th>Initiator(s):</th>
<th>Grant Snider</th>
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<td>Proposal Contact:</td>
<td>Grant Snider Date Sent: April 25, 2011</td>
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<tr>
<td>Department:</td>
<td>Humanities, Campus Address: JOH 117</td>
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(Please print)

Liaison Librarian Signature: Scott D. Atwell Date: 4-25-11
Dean of FLITE Signature: Dean M. Morgan Date Returned: 4-26-11

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 Two Pages Please

Course Identification:

Prefix: PHIL  Number: 350  Title: Topics in Philosophy

Course Description:
A study of variable topics in Philosophy. The course may focus on broad topics like “Environmental Ethics” or on a narrow topic like “Philosophy of Sport and Leisure.” The topic will change with each offering and will be announced when the course is listed. The course meets General Education requirements: Cultural Enrichment.

SAMPLE TOPIC: The Good Life

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
4. Pre- and post-class essays will be used to measure progress on outcomes

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)
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): 201201 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: PHIL
b. Number: 350

c. Enter Contact Hours per week in boxes.

LECTure 3 LAB INDependent Study – Check (x) 
Practicum: 
Seminar:

d. Course Title: Topics in Philosophy

(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.

Type: [ ] Variable  [x] Fixed

h. Minimum Credit Hours 3  i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) [x] Yes  [ ] 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.

A study of variable topics in Philosophy. The course may focus on broad topics like “Environmental Ethics” or on a narrow topic like “Philosophy of Sport and Leisure.” The topic will change with each offering and will be announced when the course is listed.

p. Term(s) Offered: F,S,SU  (See instructions for listing.)

q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. ENGL 250.

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 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/HTM/LS/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: PHIL  Course Number: 350

Course Title: Topics in Philosophy  G. E. Codes Requested: C

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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>
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Initiator: Grant Snider  Date Sent: 4/25/11

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

Department: Humanities  Campus Address: JOH 117

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:

_____
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;

   While topics will vary from section to section or from semester to semester, students will experience philosophically significant interpretations to key themes of cultures (and the philosophies themselves represent fundamental ideas that have grown out of specific cultures in specific times). Whether exploring "sport," "leisure," "the environment," "law," or "the mind," students will have a chance to linger on a topic that is culturally and philosophically significant.

2. offer established methodologies for understanding components of cultures;

   Each discipline has its own conceptual frameworks and methodologies for conducting its work, and philosophy is no different. PHIL 350 will begin with the students' natural wonder and curiosity, add the dialectic of sustained questioning and answering formalized long ago by Socrates, and polish ideas through argumentation on a focused component of cultural significance.

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

   Given the dialectical nature of much of philosophy, whether through oral discussions or in written exchange, students should have an increased appreciation for the subtlety of language and for the power of a philosophical attitude that are at the heart of the discipline of philosophy.

4. possibly provide participation in the various arts;

   While specific references to fine art, music, drama, or other artistic expressions may be made from time to time, or even be a focused topic of a course, the emphasis in this course will not be on direct "participation" in those forms. Still, one could make the case that students will "become philosophers" (lovers of wisdom) by "participating" in the methods of philosophy to engage significant topics.

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

   PHIL 350 can help students make connections between themselves and cultures in two ways. First, by exploring specific philosophies as they have emerged historically as part of a given culture and time, students can appreciate more fully where their own repertoire of ideas and values originate. Second, PHIL 350 can help students make connections by applying philosophy to focused topics: sport, leisure, mind, nature, the good life, etc, enriching their future experiences with those elements of culture.

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

   One of the greatest benefits of philosophy, especially for a 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. The dialectic nature of the enterprise requires that students understand and respect differing ideas—even if the students go on to reject those ideas.

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

   Philosophy often concerns itself with the fundamental elements of things, from the metaphysical (is there a soul within the body?) to the personal (how do I flourish as a human being?) The topics themselves (sport, leisure, mind, nature, the good life, etc.) in PHIL 350 can be seen as "specific works" to study and to connect to the larger cultures in which they function and have meaning.
8. be compatible with the designation of other universities;

Many institutions offer flexible content courses in Philosophy. Here are some Michigan examples:

- Grand Valley State University offers PHIL 380: Topics in Philosophy
- Western Michigan University offers PHIL 4700: Seminar in Philosophy—Variable Topics
- Central Michigan University offers PHIL 405: Major Philosophers
- Eastern Michigan University offers PHIL 426: Topics in Gender and Philosophy
- Wayne State University offers PHIL 5510: Special Topics in the History of Philosophy
- Northern Michigan University offers PHIL 295: Special Topics in Philosophy

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

Cultures contain, often below the surface of daily life, powerful concepts about nature, law, the good life, the value and meaning of sport, and even about rationality itself. PHIL 350 will make students more knowledgeable about these concepts, about their relative strengths and weaknesses from a philosophical perspective, and more appreciative of the benefits and pleasures of philosophy as the ultimate in life-long learning.

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

This course is not likely to address this criterion, unless the special topic in a given semester is “creativity” or “aesthetics.”

11. be taught by faculty with the appropriate credentials.

Faculty members in the Humanities Area have graduate degrees in the appropriate areas and/or have significant teaching experience and professional development in their specialties.