# Proposal Summary and Routing Form

**Proposal Title:** PHIL 390 - Cultural Capitals: Study Abroad to Rome, Florence, Paris and Madrid

**Initiating Individual:** John Scott Gray  **Initiating Department or Unit:** Humanities Department

**Contact Person's Name:** John Scott Gray  **Email:** johnscottgray@ferris.edu  **Phone:** 591-3515

- Group I-A – New Degree, major, concentration, minor, or redirection of a current offering
- Group I-B – Deletion of a degree, major, concentration, or minor
- **Group II-A** – New Course, modification of a course, deletion of a course
- Group II-B – Minor Curriculum Clean-up
- Group III – Certificate (☐ College Credit ☐ Non-credit ☐ New Certificate)
- Group IV – Other site location (☐ College Credit ☐ Non-credit)

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<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Vote/Action *</th>
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<tbody>
<tr>
<td>Program Representative **</td>
<td>9-4-2015</td>
<td>Support</td>
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<tr>
<td>Department/School/Faculty Representative Vote **</td>
<td>9-4-2015</td>
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<td>Department/School Administrator</td>
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<td>College Curriculum Committee/Faculty</td>
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<td>UCC Representative</td>
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<td>University Curriculum Committee **</td>
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<td>Senate **</td>
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<td>Academic Affairs</td>
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<td>Support</td>
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* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.
**Number Count must be given for all members present and/or voting.**

To be completed by Academic Affairs

Date of Implementation: Click here to enter text.

President (Date Approved)  Board of Trustees (Date Approved)  Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

This course is part of a two course packet for a Summer 2016 study abroad trip taught in collaboration with Dr. Rachel Foulk, who is also proposing a 390 in Art History. Students taking this trip will be required to sign up for both classes, so the itinerary and topics will be integrated across the two classes. This course will analyze the culture, stories and ideas of four current and historical loci of the formulation of western civilization in Spain, Italy, and France. In particular, we will be comparing and contrasting the empires that dominated the relative rising and falling prominence of these cultural capitals. As we travel through Rome, Florence, Paris, and Madrid we will be reading texts of historical philosophical importance, while grounding these ideas within the context of contemporary life. In particular, we will focus on the development of political and economic systems, as well as the impact of religion within those spheres. This analysis will be grounded in current events, with a focus on news articles and events going on at the time of our trip, including issues such as concerns surrounding the Euro, Eurozone, and Immigration. The students will be assigned preparatory readings, having a reading packet for focused readings during the trip, and will hear daily lectures during the course of the trip. Much of our historical analysis will be grounded on site by visiting museums and monuments of historical, religious, political and philosophical interest.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree
- Major
- Minor
- Concentration
- Certificate
- Course

- New
- Modification
- Deletion

Name of Degree, Major, etc.: Click here to enter text.

3. Summary of All Course Action Required: Click here to enter text.

A. Newly Created Courses to be Added to the Catalog

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
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<tbody>
<tr>
<td>PHIL</td>
<td>390</td>
<td>Cultural Capitals: Study Abroad to Madrid, Rome, Florence and Paris</td>
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B. Courses to be Deleted from FSU Catalog

<table>
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<th>Prefix</th>
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C. Existing Courses to be Modified

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D. Addition of existing FSU courses to program

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E. Removal of existing FSU courses from program

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4. Summary of All Consultations
5. Will External Accreditation be sought? (For new programs or certificates only)
   ☐ Yes          ☒ No

   If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☐ Yes   ☒ No   Is the PCAF approved? ☐ Yes   ☒ No  (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)
   ☐ Add Course   ☐ Delete Course   ☐ Modify Course   ☐ Change Prerequisite  ☐ Move from required to elective
   ☐ Move from elective to required  ☐ Change Outcomes and Assessment Plan  ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

   College          Department          Program
   Click here to enter text.        Click here to enter text.        Click here to enter text.
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted into the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to ensure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Cultural Capitals: Study Abroad to Madrid, Rome, Florence and Paris

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

<table>
<thead>
<tr>
<th>Initiator(s): John Scott Gray</th>
<th>Date Sent: 8-19-2015</th>
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<tbody>
<tr>
<td>Proposal Contact: John Scott Gray</td>
<td>Date Sent: 8-19-2015</td>
</tr>
<tr>
<td>Department: Humanities</td>
<td>Campus Address: Johnson Hall 119</td>
</tr>
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<td>(Please type)</td>
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Liaison Librarian Signature: Click here to enter text. Date Received: 

Click here to enter text.

Dean of FLITE Signature: Click here to enter text. Date Returned: Click here to enter text.

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, or other FLITE programs. Use additional pages if necessary. Click here to enter text.
Course Identification

☐ Prefix (current) PHIL  ☐ Number (current) 390  ☐ LEC ___  LAB ___ SEM ___ (current)
(proposed) (proposed) (proposed) (Enter Contact Hours per week)

☐ Title (current) Cultural Capitals: Study Abroad to Madrid, Rome, Florence and Paris
(proposed)

☐ Credit Hours (current) 3  ☐ Prerequisites (current) NONE  Co-requisite (current) ARTH 390
(proposed) (proposed) (proposed)

☐ Course Description (current): (125 words maximum)

This course will analyze the culture, stories and ideas of four current and historical loci of the formulation of western civilization in Spain, Italy, and France. In particular, we will be comparing and contrasting the empires that dominated the relative rising and falling prominence of these cultural capitals. In particular, we will focus on the development of political and economic systems, as well as the impact of religion within those spheres. This analysis will be grounded in current events, with a focus on news articles and events going on at the time of our trip, including issues such as concerns surrounding the Euro, Eurozone, and immigration.
(proposed):

☐ Course Outcomes and Assessment Plan (current)

1) Demonstrate his/her ability to discuss and evaluate major social and political theories relative to this itinerary.
2) Apply his/her knowledge of political and social philosophy to political/social problems within our itinerary.
3) Discuss and summarize his/her knowledge of the historical progress of basic social and political positions relative to our itinerary.
4) Identify the relationships between religion and civilization as they have developed relative to this itinerary.
5) Examine the artistic achievements in our itinerary for ideas significant to the development of these cultural capitals.
6) Compare and contrast the place of the arts within the various cultural capitals visited during this itinerary.

Daily journal – 40%
   The journal will be used to assess outcomes 5, 6
Final exam (essay based) – 40%
   The exam will be used to assess outcomes 1, 2, 3, 4, 6
Participation in discussion during study abroad trip – 20%
   The participation element of the course will be used to assess outcomes 1, 4, 5, 6

A major portion of this Study Abroad course is active participation. Students will be expected to participate in and contribute to daily discussions and activities at each site and/or museum. Students will also compile a reflective journal to chronicle their experience and analysis of important monuments and works of art visited on the trip, as well as consider questions assigned by the instructor on sight. Finally, students will complete an essay based final exam that requests that they directly address questions tied to the majority of our course outcomes.
Here is the tentative itinerary for the 2016 trip:

Cultural Capitals: Rome, Florence, Paris and Madrid

Rachel Foulk and John Scott Gray

Tentative Itinerary

May 11 — Travel by plane from Detroit to Rome

May 12 — Arrive in Rome, visit Trevi Fountain and Spanish Steps

May 13 — Visit important monuments of ancient Rome: Roman Forum, including the House of the Vestal Virgins, Arches of Titus and Constantine, Roman Colosseum, Palatine Hill, Trajan’s Forum and Column. Also visit the Capitoline Museums.

May 14 — Visit St. Peter’s Basilica, including the Dome of St. Peter’s, Vatican Museums, including the Sistine Chapel and Raphael’s School of Athens.

May 15 — Museo Nazionale Romano: Palazzo Massimo and Baths of Diocletian, Castel Saint Angelo/Hadrian’s Mausoleum

May 16 — Pantheon, Church of Santa Maria Sopra Minerva, Piazza Navona, Afternoon activity (students will chose between options, including the Protestant Cemetery, Christian Catacombs of St. Sebastian, or the Baths of Caracalla)

May 17 — Travel by train to Florence, visit Cathedral of Santa Maria del Fiore, Brunelleschi’s Dome

May 18 — Visit Uffizi Gallery, Florentine Baptistery and Ghiberti’s Doors, and Ponte Vecchio, Visit Piazzale Michelangelo at dusk

May 19 — Visit Galleria dell’ Accademia and Michelangelo’s David, Afternoon activity (students choices will include Santa Maria Novella, Fiesole, or the Pitti Palace Gardens)

May 20 — Travel to Paris, River cruise at sunset, Visit Eiffel Tower

May 21 — Visit Louvre Museum, Notre Dame, and Sainte-Chapelle

May 22 — Visit Musee de l’Orangerie, Musee d’Orsay, Afternoon activity (Student choices may include Arc de Triomphe, Sacre-Cour, Catacombs)

May 23 — Travel to Versailles

May 24 — Visit Musee Rodin, Pompidou Center, and Pantheon

May 25 — Travel to Madrid, Afternoon Activity TBA

May 26 — Visit Prado Museum, and Retiro Park

May 27 — Visit Queen Sofia Museum, Thyssen-Bornemisza Museum, and Royal Palace of Madrid

May 28 — Depart by plane
CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for these courses as well. See Appendix E instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201605
Examples: 201301 (Spring), 201305 (Summer), 201308 (Fall) Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix PHIL
b. Number 390
c. Contact Hours □ Lecture 25 □ LAB □ Seminar
   [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]
d. □ Practicum □ Independent Study
   [Check (x) box as appropriate. See definitions in Appendix E.]
e. Course Title: Cultural Capitals: Study Abroad
   (Limit to 30 characters including punctuation and spaces.)
f. College Code: AS
g. Department Code: HUMN
h. Credit Hours: 3 Check (x) Variable □ Fixed
i. Enter number in box: 3 Minimum Credit Hours
   j. Maximum Credit Hours 3
k. May Be Repeated for Added Credit: Check (x) □ Yes □ No
   If yes, Max Times or Max Credits Awarded
l. Levels: Check (x) □ Undergraduate □ Graduate □ Professional
m. Grade Method: Check (x) □ Normal Grading □ Credit/No Credit (Pass/Fail)
n. Does proposed new course replace an equivalent course? Check (x) □ Yes □ No
o. Equivalent course: Prefix Number
p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will analyze the culture, stories and ideas of four current and historical loci of the formulation of western civilization in Spain, Italy, and France. In particular, we will be comparing and contrasting the empires that dominated the relative rising and falling prominence of these cultural capitals. In particular, we will focus on the development of political and economic systems, as well as the impact of religion within those spheres. This analysis will be grounded in current events, with a focus on news articles and events going on at the time of our trip, including issues such as concerns surrounding the Euro, Eurozone, and immigration.

q. Term(s) Offered: SU
   r. Max Section Enrollment: 18 Lecture: Lab:
s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

ARITH 390

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

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: Date Completed: Entered: SCACRSE __ SCADTL __ SCARRS __ SCAPREG __
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: **PHIL** Course Number: **390**

Course Title: Cultural Capitals: Study Abroad

G. E. Codes Requested: C, G

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

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Initiator: **John Scott Gray** Date Sent: 8-19-2015

Proposal Contact: **John Scott Gray** Email: johnscottgray@ferris.edu

Department: Humanities Dept. Campus Address: Johnson Hall 119

Please Print

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University General Education Committee: _____

Chair: _____ Date Returned: _____

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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:

_____
Cultural Enrichment

Courses designated as Cultural Enrichment general education courses should:

Provide interpretive approaches to the events, arts, languages, or ideas of cultures.
This course will teach a variety of philosophical theories concerning political and social philosophy and will apply those directly to current events via the use of articles taken from both print and electronic news sources within the three countries we will visit.

Offer established methodologies for understanding components of cultures.
This course uses various tools of philosophical analysis, including the reading of primary texts ranging from the ancient Romans through 20th century philosophers such as Michel Foucault, to gain a deeper understanding of the course topics.

Offer an appreciation and understanding of the “techniques” of the arts or disciplines.
This course applies the philosophical method, in particular the Socratic method of question and answer, to examine our conceptions of justice, equality and natural rights, attempting to get students to re-evaluate their understanding of these concepts.

Possibly provide participation in the various arts.
In coordination with the art history portion of this trip, students will be asked to apply philosophical concepts to improve their understanding of the visual monuments before them. These concepts will include religious, political, economic, and sexual motifs as well as aesthetics itself.

Help students see the connection between the elements of cultures and themselves.
While learning about Italy, Spain and France, students will be learning about the roots of western civilization, and will be expected to compare and contrast what they are learning with life in America.

Help students explore new ways to perceive, think, experience, and value.
This course helps students explore new ways to understand and even participate in the continued formulation of their country as a political and social institution, including helping them find new ways to weigh their values and consider the public good.

Help students gain a better understanding of a culture from an analysis of specific events or works.
The itinerary of this trip places students in front of some of the greatest art in Western Civilization, and it will be our analysis of these works, as well as the historical place of the various sites on our list, that serve as the foundation of our philosophical analysis. Understanding why these pieces were made, for whom, and what they depict, is our first insight into the cultures of the countries we are visiting. Of course, historical problems tend to repeat themselves, and issues surrounding diversity during the Protestant Reformation still exist today, and it is these connections that students will be asked to draw. Texts we will be looking at include works by Cicero, Marcus Aurelius, Augustine, Aquinas, Machiavelli, Locke, Rousseau, Ortega y Gasset, de Beauvoir, Sartre, and Foucault.

Be compatible with the designation of other universities.
This study abroad format (with one course from philosophy and one from art history) has been taught both at Ferris and other institutions, and has historically earned general education credit. Every philosophy course at Ferris currently earns Cultural Enrichment credit under the current system. In terms of other schools within a couple hundred miles of Big Rapids, Michigan State, the University of Chicago, and GVSU have similar programs.

Provide knowledge and appreciation of the components of a culture.
While this course will have a strong foundation in visual art as an expression of culture, our understanding of these cultural monuments will go well beyond their visual beauty to an understanding and appreciation of the cultural context in which they were created, as well as the contemporary context that surrounds their current exhibition.
Offer an understanding of the processes of thought or creativity that produces a cultural artifact. Much of this material that falls under this outcome will be covered by Dr. Foulk in the art history portion of this trip.

Be taught by faculty with the appropriate credentials.

With a PhD in philosophy and numerous publications in applied philosophy and cultural studies, John Scott Gray is well positioned to teach this course. I have participated in study abroad as a student, as a faculty observer, and have lead trips from Ferris in the past, working with Dr. Rachel Foulk in coordinating a trip to Italy in 2014.
Global Consciousness

Global Consciousness Course Criteria

For a course to be designated as fulfilling the global consciousness requirement, it shall be specifically focused on the realization of the global consciousness outcome.

The course must meet the following criteria:

1. At least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History.

2. This course will focus on the cultures of Spain, Italy and France, and will study their intellectual development within the context of contemporary issues within those countries. The contemporary issues will be reinforced with exposure to various news outlets, including print and electronic news media.

3. The course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

4. See Outcomes Criteria below

Global Consciousness Outcomes Criteria

Ferris graduates should have increased their ability or capacity to:

- identify various regions, features or countries other than North America;

  Our study abroad program will be spending our time in Madrid, Rome, Florence and Paris, and the issues discussed will help our students gain a deeper understanding for contemporary European politics and culture.

- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;

  While the art history portion of this study abroad serves as the cultural and historical foundation of this course, our attempts to understand the concepts, questions and problems that lead to and is depicted within that art will force us to become more aware of these countries in terms of their individual geographic, economic, cultural and historic development through to the present day.

- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;

  Our study abroad program does not necessarily and directly provide knowledge of diverse nations and peoples, being centered in Western Europe, problems of immigration and religious diversity are high on the agenda of these nations, and students will be able to compare and contrast their current ideas of diversity with what is found in Europe.

- comment accurately about current events in at least one country or region other than North America;

  Using current news stories from European news sources, students will be constantly grounding the historical monuments they are seeing within the context of current events. Students will be required to address these connections in daily journal assignments as well as in their final exam.

- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world;
Philosophical methods and theories used during this trip range from classical (Socratic question and answer) to contemporary (structuralism and hermeneutics)

• Ferris graduates should develop a more positive perspective and understanding of the importance of global consciousness.

Having taken part in three study abroad trips in the past, I have found that no academic offering can provide a greater opportunity for the attainment of and appreciation for global consciousness than actually get out into the world itself. This trip, by visiting three countries, is well positioned to create an unparalleled educational opportunity.
September 18, 2015

TO: Kirk Weller, Interim Associate Provost of Academic Affairs

FR: J. Lipar, Assistant Dean

RE: PHIL 390 – Cultural Capitals: Study Abroad to Rome, Florence, Paris and Madrid

Enclosed for your information is the proposal for PHIL 390 – Culture Capitals: Study Abroad to Madrid, Rome, Florence and Paris to be piloted 201605.

Thank you.

Cc: Trinidad Williams
    Yvonne Olson