

Philosophy Minor Academic Program Review August 2010

Program Review Panel

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Section 1: Program Overview

The philosophy minor, developed in 2005-2006, is designed to supplement and strengthen a wide array of other majors by providing a foundation for critical thinking. Philosophy courses, which had previously been listed under a Humanities designator, were given Philosophy designators in part to make our offerings more in line with our peer institutions. The minor was not designed for a specific audience, although traditional philosophy programs at other institutions have fostered relationships with pre-graduate level programs (pre-law, to take one example). According to the Humanities Department webpage, "Philosophy is the basis of any discipline, whether it is science, math, medicine, literature, legal studies, history or technology. As a result, philosophy allows students the opportunity to discover the intellectual history and cultural context to any area of study. In addition, the minor allows students to develop writing and critical thinking skills that are essential to job placement and advancement." The philosophy minor was seen as complimenting any degree with traditional skills. In addition, the courses associated with the philosophy minor could be used as general education courses, (a reason offered for why many students take their first philosophy class), and it is in service to the University's general education program that many of our courses find their enrollment.

A. Program Goals

1. State the goals of the program.

The philosophy program has developed five outcomes related to its minor program:

Outcome 1: Students who complete the philosophy minor will be able to articulate the development of Western philosophy and interpret the meaning of these ideas.

Outcome 2: Students who complete the philosophy minor will be able to critically examine social and cultural presuppositions.

Outcome 3: Students who complete the philosophy minor will be able to explore the self and situate it within society.

Outcome 4: Students who complete the philosophy minor will be able to apply the philosophical method of examination to central issues of human action and interaction.

Outcome 5: Students who complete the philosophy minor will be able to discuss philosophical conceptions of ethical existence and responsible citizenship.

2. Explain how and by whom the goals were established.

These outcomes were created during the 2008-2009 school year. The initial draft was completed by John Scott Gray and Amanda Karel and distributed to the rest of the Humanities Area as well as to Grant Snider for feedback. That feedback led to the outcomes found above.

3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

Critical thinking and problem analysis are skills that nearly every employer looks for in its hires. Furthermore, as legal and ethical responsibilities are emphasized in more and more career paths, a background in ethical thinking and critical self-examination.

4. Have the goals changed since the last program review? If so, why and how? If not, why not?

This is the first program review for the philosophy minor, and these outcomes are unchanged.

5. Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.

The offerings in our area are at the core of several of our University's core values, including Ethical Community and Learning. The very concepts of fairness, honesty and integrity are words whose meaning is not self-evident, but are only learned through the process of careful philosophical reflection. The desire for lifelong learning is at the heart of why philosophy was originally created – a desire to understand the world around us as well as our place within that world. Philosophy also embraces a diversity of ideas and beliefs, while recognizing that those beliefs must be understood and judged on a scale that seeks truth, not spin.

All this being said, one place where more work should be done involves emphasizing philosophy's place in ethics across the curriculum. At Central Michigan, for example, the philosophy program is the home of a Center for Professional and Personal Ethics. In our area we have tended to not overtly address the connections between professional and personal ethics, developing classes such as Healthcare Ethics, Business Ethics and Ethics in Professionalism in Engineering Technology separate from our Introduction to Ethics. If Central Michigan is right in their assertion that "moral excellence arises out of the study of ethics, moral reflection, and the practice of ethical behavior," then more should be done to emphasize the place of ethics in the university, including re-thinking our practice of separating out areas of ethics studies into subgroups without first requiring the introduction course as a pre-requisite.

B. Program Visibility and Distinctiveness

1. Describe any unique features or components of the program.

The faculty teaching philosophy at Ferris represent a diversity of philosophical perspective not found at many prestigious universities offering minors, majors, and graduate degrees. At Ferris can be found instructors trained in the feminist theory, analytic traditions, ancient philosophy, continental philosophy, and applied ethics, while most other institutions will heavily favor only one or two of these areas.

2. Describe and assess the program's ability to attract quality students.

Because the program only offers a minor at this time, students do not come to Ferris for its philosophy program (in fact, the recent survey of graduates from our program revealed that NONE of them originally planned on having that minor.)

3. Identify the institutions that are the main competitors for prospective students in this program.

Because of the lack of a major, students interested in serious philosophical studies either have to create a sequence of courses through our integrative studies program or go to any number of other universities in the state. In terms of comparison with other programs offering a philosophy minor, our program offers a much more structured series of offerings. For example, we require students complete both halves of our history of philosophy sequence.

Other programs, such as Central Michigan, Eastern Kentucky, Eastern Michigan and Youngstown State, have no such requirement. Eastern Michigan does require that their students complete at least one class from each of five program categories (logic, history, values, eastern/global, and epistemology/metaphysics), while our students are asked to choose between logic and ethics as their third required class. Our program seems to offer a very good balance that emphasizes the importance of the intellectual history of philosophy while giving students the freedom to choose electives that tie philosophy to their primary interests.

One place where we fall short of what our peer institutions are doing involves our diversity of course offerings. While we have made advances in this area, having added new courses in the Philosophy of Sex and Love and Political and Social Philosophy, we still only list eleven non-honors philosophy courses in the Ferris catalog, while Central has seventeen. Courses that Central offers that we lack but should perhaps consider adding in the future include Chinese Philosophy, Philosophy of the Arts (aesthetics), Philosophy of Law, Philosophy of Science, Advanced Moral Study (something that has been offered at Ferris as an independent study) and the Philosophy of Mind (which has been offered here as an honors seminar).

Also, we allow a maximum of two religion classes to count toward the philosophy minor, while other programs tend to only allow one. This allowance seems to fit in with our department's emphasis on collaboration as well as the area's desire to emphasize connections across the humanities. The number of hours required for our minor (18 hours) seems right in line with other programs (Eastern Kentucky requires 18, Central Michigan 20, and Eastern Michigan 24).

C. Program Relevance Do students come to FSU for the program? Summarize the results of the student satisfaction survey.

No, not without a philosophy major.

D. Program Value

1. Describe the benefit of the program to the University.

Philosophy comes from the Greek word *philosophia*, which can be translated as the love or pursuit of knowledge and wisdom. One might argue that no other single area of study captures the heart of higher education better. Taking the Socratic perspective that the unexamined life is not worth living, philosophy dedicates itself to lifelong learning while supporting all of the university's core values. In particular, all ten students who graduated with a minor in philosophy and responded to our survey felt that they were more confident in their ability to think critically about ethics, which ties into our core value of establishing an ethical community rooted in fairness and integrity.

2. Describe the benefit of the program to the students enrolled in the program.

The philosophy minor not only helps to support the university's core values, the philosophy program also encourages student growth by providing them with tools to help them both understand the meaning of these values, but also expand upon them by seeking out a deeper understanding of both themselves and the world around them.

A philosophy minor also helps position its minors for graduate work if they so desire. It has long been known that philosophy students perform higher than average on most post-graduate entrance exams (including the GRE and the LSAT). According to CNNmoney.com, the sluggish job market (only 25% of college seniors landing a job straight out of school nationwide), an increasing number of students (28%) are heading to postgraduate programs. This has certainly been true of graduates from our program, and many of these are having success in programs ranging from law school to graduate programs in philosophy.

3. What is the value of the program to employers? Explain how this value is determined.

Employers seek the skills that are sharpened while taking the philosophy minor, including: writing, critical thinking, reading, communication and analysis. More should be done in the future to provide quantifiable data in support of this assertion.

4. Describe the benefit of the program to entities external to the University (e.g., services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings).

Faculty teaching in the philosophy minor have served as reviewers and/or editors for the journals *Essays in Philosophy*, *Interdisciplinary Humanities*, and *the Review Journal of Political Philosophy*. One faculty member served as an ethics consultant for a Spectrum Health grant program funded through the Centers for Disease Control on planning a response to a major influenza pandemic.

5. What services for extra-university general public groups (e.g., presentations in schools or to community organizations) have students provided? Describe how these services benefit students and the community.

No data has been collected on in this area at this time.

Section 2: Collection of Perceptions

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. Surveys must reach respondents in many disciplines. All comments should be included, but the names of individuals mentioned should be deleted.

A. Graduate follow-up survey:

See Appendix A for complete survey. This survey, emailed to nearly 50 graduates from our program, saw twelve results returned. Almost one half of the addresses on record were ineffective for sending the survey, resulting in bounced and returned emails. More work must be done in the future to maintain a current email contact list for our graduated minors.

80% of students who minored in philosophy said they would have considered a major had one been available.

9 of 11 students were confident or very confident in the program's ability to help them interpret the meaning of the ideas of Western Philosophy.

11 of 12 students were confident or very confident in the program's ability to help them learn how to critically examine social and cultural presuppositions.

9 of 10 students were confident or very confident in the program's ability to help them learn how to explore their sense of self, as well as situate the self within society.

10 of 11 students were confident or very confident in the program's ability to help them learn how to apply the philosophical method of examination to central issues of human action and interaction.

10 of 10 students were confident or very confident in the program's ability to help them learn how to discuss philosophical conceptions of an ethical existence, as well as discuss the philosophical conceptions of responsible citizenship.

10 of 10 students were confident or very confident in the program's ability to help them think, perceive, and experience in new ways.

9 of 10 students were confident or very confident in the program's ability to help them value in new ways.

10 of 10 students agree or strongly agree with the statement that the philosophy minor provided a diversity of perspectives on philosophy, as well as inspire self-awareness and enrich their lives.

Only six of the 10 students felt that the minor provided ample classes to allow them to diversify and personalize their degree.

10 of 10 students agree or strongly agree with the statement that the philosophy minor allowed them to study topics relevant to their lives.

Of those who completed the survey, three graduated in 2010, five in 2009, and one each in 2008 and 2007.

Of those who completed the survey, their primary major area of study, nine different bachelors degree areas were listed, with sociology being the only major that produced two philosophy minors.

Eight of the respondents either are currently in graduate school or have plans to pursue further education. Two of the respondents are studying philosophy on the graduate level, with one attending the University of Sussex and another weighing two completing fellowship offers from the University of Toledo and Kent State. The fact that students with only a minor in

philosophy are competing for graduate fellowship in philosophy speaks very highly to the quality of some of our graduates.

B. Employer follow-up survey:

No date has been collected on in this area at this time, but we hope to be able to do so in the future.

C. Student evaluation of program:

A focus group of students in our advanced Contemporary Philosophy course (Philosophy 310) will be conducted each time that course is offered (spring of odd years). The first such focus group lead to the following report:

Analysis of the Spring 2009 Philosophy Focus Group

From the survey we learned that a significant number of our students are transfers into FSU – perhaps more could be done to take advantage of this trend and reach out to transfers who may be coming from schools where philosophy has a much larger profile on campus.

Also, most minors declare the minor during their junior year. Perhaps more could be done to reach out to students earlier in their studies, perhaps in intro to philosophy classes (which have recently been added to the minor checklist) or in popular culture.

Only one of the nine declared minors at the focus group had planned on the philosophy minor before coming here. Many students indicated that they were drawn in by one of the various professors in our area, with almost every teacher being mentioned by name – it seems that the diversity and charisma of the philosophy teachers is serving the program well.

Four of the nine declared minors planned on attending graduate school after graduation.

As for the actually focus group itself, students seem to see the philosophy courses as applying to and helping them understand the world around them as well as honing their basic skills. For example:

- * “Philosophy really helps because I can understand society in many different ways...”
- * “Logic class . . . it’s a formalized, structured method of teaching you how to think . . . training your mind to explore the questions in the correct manner.”
- * “[Philosophy offers] a significant improvement in comprehension and your ability to express and communicate what you are thinking, and if there’s any improvement that matters that is where it’s at.”
- * “I definitely think that writing philosophy papers has helped my writing skills over the years.”
- * “I guess it’s made me more aware of my role in society.”

Clearly these comments and others indicate philosophy’s ability to serve as a central component of general education on our campus in the future.

An assignment that was brought up multiple times that some professors use in the classroom is the personal journal that does not merely rehash classroom discussion but applies that work to a student’s life or major studies. More work should be done to create assignments like this that

transport philosophy from merely a historical analysis of the arguments of others to engaged student application.

One area that students felt improvement could be done was in giving better direction in terms of advising, in particular regarding the history of philosophy sequence. Some students took the modern class before the ancient and some of those students felt that they would have gotten more out of both classes taking them in the correct chronological order. Because of this, the minor advisor has adopted the policy of strongly encouraging students to take the 203 before 204, and both classes before the 310 course (contemporary philosophy). Discussions between John Scott Gray and David Aiken led to agreement on this point as well as the idea that the history sequence is a central component of the minor and that students should not be allowed to substitute out of either of those classes except in extreme and unforeseen circumstances.

More can also be done in class to emphasize the timeline and the development of ideas chronologically. The 204 class will incorporate a timeline diagram throughout the term to emphasize this chronology.

Other ways students suggested to improve the philosophy program at FSU including offering more subjects (work is currently being done in this area as we create classes that both diversify our offerings as well as supplement and service other programs on campus, with Political and Social Philosophy currently going through the curricular process). Students also voiced a concern that courses required for the minor were only offered at the rate of one section per year (I believe this is in reference to the history of philosophy sequence). Perhaps looking at offering the our popular ancient philosophy class in both the fall and the spring could help students who want to start the sequence in the spring start with the first chronological offering as well as attract more minors to the program.

Near the end of the focus group the question was asked about how many of the students would have considered a philosophy major if one had been available at Ferris, and 10 of the 13 students who stayed for the entire focus group said that they would have.

D. Relevant Faculty perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

The faculty survey was given to those teaching within the philosophy program itself, as well as colleagues teaching in other areas of the humanities that are directly exposed to faculty, administration and students related to the program (in this case, other faculty teaching in the Humanities Department and residing in Johnson Hall). The survey, as well as its results, can be found in appendix D and E.

E. Advisory committee perceptions (*if existent*):

There is no advisory committee for the philosophy minor at this time, but if the program expands this will be an important addition to our program. In particular, an advisory committee devoted to analyzing applied ethics across a wide array of fields would be a great addition to our

program.

Section 3: Program Profile

A. Profile of Students

1. Student Demographic Profile

The university does not maintain institutional data for minors at this time, and the area has not independently kept this data.

Because students who choose to enroll in the philosophy minor program do so out of a wide array of other programs after initial exposure through general education, faculty teaching philosophy have endeavored to teach in a wide variety of day time combinations, ranging from one night evening classes to sections in the summer starting at 8:00 a.m.

2. Quality of Students.

Describe and assess the quality of students in the program.

a. What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

Insufficient data at this time.

b. For each of the last 5 years what are the range and average GPA of students graduating from the program? ACT? Comment on this data.

Insufficient data, although it is the opinion of some faculty in the area that the quality of students in our upper level courses is on the rise.

c. In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

No assessment of students entering the program takes place, as the minor is open to any student at Ferris pursuing a baccalaureate degree. That being said, before a student can declare the minor that meet with the minor advisor to discuss why they are interested in pursuing philosophy and how they say the minor tying into their other coursework and/or their life beyond the classroom.

d. Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.

No specific data has been collected at this time, but we hope in the future to conduct exit surveys of our minors and assemble this data in the future.

e. What scholarly/creative activities (e.g., symposium presentations, other presentations, or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.

Insufficient data at this time, but we hope in the future to conduct exit surveys of our minors and assemble this data in the future.

f. What are other accomplishments of students in the program? Comment on the significance of these

accomplishments to the program and students.

Insufficient data at this time.

3. Employability of students

Insufficient data at this time, although the graduate survey did reveal a wide array of employment positions, including working at a microbiology lab in Boston, working as a graduate assistant as the Western Michigan Ethics Center manager, paralegal, police officer, newspaper intern, as well as teaching.

B. Enrollment

The last review completed by the secretarial staff in the Humanities department listed 35 students continuing work toward the philosophy minor. Since this is the first program review for this minor, no comparison can be made to past data. The program hopes to continue to grow by maintaining our role in general education while also offering new courses that appeal to student interests as well as lead to collaboration with other parts of the university. New courses developed in the last year include a course on the Philosophy of Sex and Love, a course on Political and Social Philosophy, as well as an examination of the possibility of an upper level applied ethics courses.

C. Program Capacity

1. What is the appropriate program enrollment, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors?

Given our dedication to general education, we could comfortably maintain our minor program up to 60 students. Any number higher than that would necessitate more sections of our history of philosophy sequence beyond the one per year currently offered (Philosophy 203 in the fall and 204 in the spring). Both of these courses have become increasingly popular and have filled in recent years.

2. What is the current enrollment? Please explain any difference between capacity and current enrollment.

Seats in our courses can be held by minors as well as by students from other programs who are merely interested in general education (even our 300 level courses earn general education, so oftentimes these classes will have a mixture of students with vast philosophical experience alongside students taking their first class in the field).

D. Retention and Graduation

There is no specific data on retention, but it is the opinion of the advisor that the overwhelming majority of students who declare the minor complete it on the way to their graduation (exceptions have existed, including one student who stopped taking philosophy classes because they were negatively impacting her grade point average and another who decided to switch to religious studies).

E. Access

1. Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses, use of summer courses, multiple semester-entry-points, online courses, mixed-delivery courses, scheduling.

While some philosophy courses have been offered online or in mixed deliver formats (including Biomedical Ethics), some in the area have resisted the creation of more online courses, fearing that such offerings take away from the open in-class discussion that is often at the heart of a philosophy class. The area has consciously endeavored to offer their courses at a ride array of times, with sections of some classes starting at 8 in the morning and other sections running past 8 at night. The area has also endeavored to offer a wide array of courses in the summer in various week formats.

2. Discuss what effects these actions have had on the program. Use examples such as program enrollment, faculty load, computer, and other resources.

Between online and honors sections, faculty load has been extended to its maximum degree. Any future growth would most certainly necessity another faculty line.

3. How does the program's scheduling of classes advance program goals and priorities?

We offer a wide array of course offerings at a wide array of times, giving us the opportunity to bring new minors from a wide range of programs across the university.

4. What factors hamper these efforts?

Faculty time is becoming more of an issue, especially given that faculty teaching philosophy courses are also responsible for contributing to a wide array of programs, including several other minors (Religious Studies, Art History, Film Studies, American Studies and Women and Gender Studies).

F. Curriculum

The program check sheet and sample syllabi can be found in the appendix.

1. Program requirements. Describe and assess the current program requirements.

The minor requires students complete both of our history of western philosophy core courses (203, which is Ancient and Medieval Philosophy, and 204, which is Modern Philosophy). Students must also complete either introduction to ethics or logic. Beyond these three requirements, students have a great deal of flexibility, choosing from nine possible electives. This list includes:

PHIL 115	Introduction to Philosophy
PHIL 218	Philosophy of Sex and Love
PHIL 220	Healthcare Ethics
PHIL 305	Feminist & Gender Theory
PHIL 310	Contemporary Philosophy
PHIL 320	Biomedical Ethics

RELG 215
RELG 325
RELG 326

Comparative Religion
Eastern Religion
Western Religion

Students are also allowed to take up to two courses outside of the philosophy area, and three of these possibilities from the religious studies program can be found in the elective portion of the check sheet. The philosophy minor tries to work closely with each advisee to insure that their electives fit with both their personal goals as well as the goals of their primary area of study, often allowing for substitutions or creating independent studies.

2. As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.

Nearly every course in the philosophy program fulfills a general elective requirement. There are no required directed electives.

3. Indicate any hidden prerequisites (i.e., required courses that are not on the check sheet).

None

4. Has the program been significantly revised since the last review, and if so, how?

While this is the first program review, the minor check sheet was revised during the 2009/2010 academic year to add five new electives to the list of options as well as decrease the number of classes at the 300 level from three to two to allow students to include Introduction to Philosophy, Philosophy of Sex and Love, Ethics or Logic as one of their three electives.

5. Are there any curricular or program changes currently in the review process? If so, what are they?

The area would like to see Logic/Critical Thinking regain general education status, so that paperwork is being completed. The area is also in the process of re-evaluating the way in which it conducts applied ethics courses.

6. Are there plans to revise the current program within the next three to five years? If so, why?

The checklist may be updated again to include Political and Social Philosophy.

G. Quality of Instruction

1. Describe and comment on trends in student mastery of the essentials of the subject area, using benchmarks such as professional college entrance exams or other assessment data.

The increased use of assessment data has helped the faculty get a better grasp on what information is being fully grasped by our students. We have begun collecting data as part of our assessment program in the Modern Philosophy course as well as in the Logic course. While all of this information has not been fully analyzed as of yet, we have learned looking at the logic assessment post-test that certain concepts, which students appeared to be able to grasp and apply, were merely only being understood at the surface level. One such concept was distribution, a logic concept used to determine the validity of Aristotelian logical arguments.

Students were able to use the concept to test for validity (only four of fifteen students missed that question), but on a previous question dedicated to the concept of distribution itself, nine students offered incorrect answers. More will be done in the 2010-11 year to make sure the concept is understood as well as applied in the solving of logical problems. Also, one post-test question called on students to make a deduction based on three premises, and twelve students made an incorrect deduction. We believe that too many of the problems covered in the class focus on the more common two premise format, to such a degree that three or more premises catch them off-guard. More will be done to expose students to more complex argument structure earlier on in the semester.

2. Discuss student and alumni perceptions of the quality of instruction.

The survey responses in this report indicate the students and alumni generally appreciate the quality and diversity of the instruction within the philosophy program. As one student said in the alumni survey, "I would like to comment that the philosophy minor at Ferris was by far the most pleasurable experience I had while attending the institution. I honestly felt that every professor I had in the program truly loved what they were doing and it showed in their ability to teach and connect with students in an effective and deeply personal manner."

3. What collaborative departmental and individual efforts have been made to improve the learning environment and to use or add appropriate technology?

Faculty have collaborated by co-presenting at an international conference on the Crisis in the Humanities at Columbia University, where John Scott Gray, David Aiken, and Grant Snider presented their essay "The Crisis in the Humanities: Skepticism and the Rattling of Cages in the New Millennium." Two professors, John Scott Gray and Randy Groves, are currently co-writing a textbook with Robert Quist on teaching Popular Culture that has been accepted for publication by Kendall Hunt.

Faculty have also individually taken advantage of Ferris connect training, as well as trainings through the Faculty Center for Teaching and Learning on getting students to read critically and getting students to use critical thinking.

As an area we have also developed an advising policy based on student feedback from our Focus Group that emphasize the chronological nature of our history of philosophy sequence, asking students to take the 203 class prior to 204.

4. What types of professional development have faculty participated, in efforts to enhance the learning environment that is pertinent to the program? (e.g., Writing Across the Curriculum; Center for Teaching and Learning, etc.)

Other than the efforts listed above, faculty have also been involved in the faculty writing institute. Also, John Gray worked with the FCTL in the Inquirers into Teaching and Learning Project to take advantage of research in his logic class on how minimum time-limits on logic assignments can improve test results. He presented the results of this study in the SOTL conference at Eastern Michigan University in a paper titled "The Logic of Being First: Time Requirements and Student Achievement on Logic Exams."

5. What efforts have been made to increase the interaction of students with faculty and peers?

Faculty have hosted joint meetings of both the philosophy and religious studies minors at a reception at their home. Faculty have also presented and led discussions at a regular Friday reading group of philosophy minors and presented at other student organization meetings (including D-Saga). Other faculty have lead a trip to Grand Rapids of a dozen minors to hear noted philosopher Cornel West give a presentation at Calvin College.

6. Discuss the extent to which teaching and learning in this program are informed by current research and practice regarding inclusive pedagogy and curriculum.

The small number of faculty who make up the philosophy program come to the classroom from a wide array of philosophical and pedagogical perspectives. Philosophical pluralism, pragmatism, continental perspectives, and analytic methods of rigorous argument are all found within our area, and the results of the focus group seem to indicate that students feel they benefit from this intellectual diversity. Multiple distinguished teaching awards have been won by faculty in our area.

7. What effects have these activities had on the quality of teaching and learning in the program?
Please comment.

No specific quantitative data has been collected regarding improvement on this point, but high teacher evaluations, teaching awards, and the focus group seem to indicate that the area is having a positive impact on the education of students in our classrooms.

H. Composition and Quality of Faculty

1. Describe how such course sections and faculty are determined or selected.

There are no designated course sections. Class schedules are created through group decisions that take advantage of the diversity of our area, including the sharing of popular classes between qualified faculty from year to year.

2. Describe any diversity goals of the program.

No such goals exist at this time, although future hires that address areas in Eastern Philosophy or the Philosophy of Race and Racism might offer opportunities to re-consider this question.

3. Orientation: Describe and assess the orientation process for faculty who participate in the program.

Not applicable at this time, since no new faulty have been hired to support this minor. Regardless, all new faculty go through the New Faculty Orientation process provided by the University.

4. Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money

No reward structure beyond what is outlined in the faculty contract. Faculty do take advantage of faculty development monies available through the university, but more funding for the support of research interests is always appreciated.

I. Degree Program Cost and Productivity Data

In the 2004-2009 productivity report, non-Honors Philosophy courses produced an Student Credit Hours/Full Time Equated Faculty of 584.31 in the 2008-09 year, well above the 448.62 university wide, showing that Philosophy was well above the university average. Other years show similar data, with SCH/FTE for philosophy classes at 550.82 in 2006-07 and 589.20 in 2007-08.

J. Assessment and Evaluation

In 2009 the humanities area drafted the following assessment plan:

PHILOSOPHY MINOR OUTCOMES AND ASSESSMENT PLAN

Outcome 1: Students who complete the philosophy minor will be able to articulate the development of Western philosophy and interpret the meaning of these ideas.

Outcome 2: Students who complete the philosophy minor will be able to critically examine social and cultural presuppositions.

Outcome 3: Students who complete the philosophy minor will be able to explore the self and situate it within society.

Outcome 4: Students who complete the philosophy minor will be able to apply the philosophical method of examination to central issues of human action and interaction.

Outcome 5: Students who complete the philosophy minor will be able to discuss philosophical conceptions of ethical existence and responsible citizenship.

1. Pretests and posttests will be administered in PHIL 204.
 - a. Collected – every semester course is offered.
 - b. Evaluated – the beginning of the semester following when the course is offered.
2. Writing assignments from key courses in the philosophy program will be examined and discussed by the faculty (e.g., PHIL 203, PHIL 204).
 - a. Collected – every semester the courses are offered in all sections
 - b. Evaluated – The work of graduating seniors will be evaluated during the Spring semester.
3. A focus group with philosophy minors and students who have taken multiple philosophy classes will be conducted and the results will be discussed by the faculty.
 - a. Collected – during a course period in the Spring section of Contemporary Philosophy.
 - b. Evaluated – after the final grades for Contemporary Philosophy have been submitted

The pretest/posttest and focus group data has already begun to be collected and evaluated. As discussed above, this information is crucial in helping us guarantee that the information is not merely being memorized for an exam, but being incorporated into a larger understanding of the world.

Section 4: Conclusions

A. Relationship to FSU Mission

Philosophy, rooted in the ancient Greek idea of the Love of Wisdom, asserts that the unexamined life is not worth living. The process of self-examination echoes the FSU Mission's dedication to lifelong learning, both in our professional, public, and personal lives. The principles laid out in philosophy courses serve as the lynchpin in support of higher education itself.

B. Program Visibility and Distinctiveness

The students who find themselves choosing to minor in philosophy at the end of their time at Ferris do so primarily by accident. By enrolling in philosophy courses as part of their general education requirements, many of these students find a discipline that echoes their own search for understanding by providing a training that is dedicated to the life of the mind. Two things should be done to expose students to a philosophy minor earlier in their academic careers. First, more should be done to advertise the benefits of the study of philosophy by making connections with other directly relevant areas of study such as history, business and political science. Moves have been made in this regard by creating courses that complement other areas of study (Political and Social Philosophy, for one example), but more could be done to collaborate and make other similar connections (a new course in the Philosophy of Science, for example). One problem limiting us here is the degree to which philosophy faculty are stretched to capacity, already taking on overloads to develop new courses. Secondly, philosophy needs to do a better job of articulating the multi-layered aspects of the program by articulating how it enables the search to understand core values such as those held here at Ferris. One can say they support diversity, but philosophy courses dedicate themselves to understanding what these core values truly mean, what ramifications these values have for our actions, as well as why these values are important in and of themselves and help enable human flourishing.

C. Program Value

Given the productivity data mentioned in the previous section, philosophy courses provide an opportunity for important lessons central to the university mission and values. Beyond ethics and critical thinking which are essential to any philosophy program, our minor seeks to foster a love of learning, respect for diversity, and greater self-awareness in our students. All of these concepts are outlined in the Ferris State University mission and vision statement. Furthermore, the philosophy program is desirable because it offers a curriculum that students within the program value personally while providing many of the courses central to the general education process.

D. Enrollment

Enrollment in all philosophy classes, with the sole exception of logic (which has had its general education status removed), has been growing. New courses that have been offered (Philosophy of Sex and Love and Political and Social Philosophy) are also filling up on their first offerings, demonstrating that development in the philosophy curriculum is a valuable addition to the educational goals of students both within the philosophy minor as well as students seeking higher level general education classes that match their own

interests/questions.

E. Characteristics, Quality and Employability of Students

No specific data has been collected in this area, so more work must be done, both in the focus groups as well as exit interviews, to find hard data to support our belief that philosophy offers double preparation for our students, making them better people and better employees.

Characteristics of a student who has completed the philosophy minor includes increased critical thinking and problem solving as well as a growth in ability to clarify their own thinking and communicate themselves both verbally and in writing. The current competition that arises in a global economy has placed an emphasis on post-graduate work as a requirement for long-term potential employability. The recent success of several philosophy minors in enrollment and funding with post-graduate programs demonstrates the quality of the program.

F. Quality of Curriculum and Instruction

Given the limited resources available to the philosophy minor, we have been very successful.

However, more diversity, both in terms of course offerings and faculty, would help the program more successfully serve the university as a whole, the students who choose to enroll in the minor, and students who seek a major in philosophy. Continued slow and deliberate growth in course offerings, as well as the addition of a philosophy major, are two goals for the philosophy program over the next five years.

G. Composition and Quality of the Faculty

The quality of the faculty is very high, given that they do so much with so little. That being said, there are three areas identified by faculty and student input that could be addressed: Eastern Philosophies, Advanced Ethics, and the Philosophy of Race and Racism. Perhaps the addition of one hire could enable us to cross two of these needs off the list at one time.

Appendix A: Philosophy Minor Graduate Survey

1. *If Ferris offered a bachelors degree in Philosophy would you have majored in philosophy?*

Response	#of Responses
Definitely Yes	1
Probably	2
Maybe	5
Probably Not	1
Definitely Not	1
Total	10

2. *Please explain your choice and describe under what circumstances you would have considered a bachelors degree in Philosophy.*

- I personally probably wouldn't have only because I picked up the minor with my degree I already started. But if my primary love was philosophy then most definitely.
- I really enjoyed Philosophy and may have considered it as a second major though I would not have dropped my Communication major
- Although the minor is a great addition to my degree, I do not think a major would be beneficial in finding a job.
- I came to Ferris for the welding engineering degree. A minor in philosophy was never my original plan. The reason I decided to get a minor in philosophy is that it was something I had an interest in and it fit into my schedule and would look impressive on a resume.
- You can do absolutely nothing besides teach with a bachelor's degree in philosophy.
- While I did not discover my passion for philosophy until my sophomore year and was already well into my chosen major of journalism, it would have been hard to switch and still finish a bachelor's degree in a reasonable amount of time. That said, given what I am going to be studying in grad school (social and political thought), I think a philosophy major at Ferris would have given me the best preparation for this and would have been more enjoyable field of study for me as an undergrad.
- I applied to graduate philosophy programs so it would have been very helpful to have the option to major in philosophy. I most likely would have double majored in philosophy and sociology.
- If the Major had been available I would have mostly likely double majored. I would have only been a few credits short so sneaking in a couple of classes would have been conceivable. I believe that all criminal justice students should at least minor in philosophy. I would submit that a philosophy major and a criminal justice minor would far out serve the practical needs of modern law enforcement.
- Philosophy was the most interesting work I did at Ferris. However, a philosophy degree does not transfer well into a good paying job after graduation.

3. *What areas of philosophy have you studied in depth at Ferris?*

- Medical ethics and philosophy as presented by particular philosophers
- Existentialism
- I am a hybrid of a lot of disciplines of philosophy, but I have studied Plato in depth the most
- Ethics, post modernism, etc
- General philosophy
- While I have not studied any particular area in serious depth, but rather did a broad range of philosophical subjects, some of the areas I was most interested in and enjoyed were ethics, logic, and philosophy of mind. (the latter is something I only studied as part of the intro class, but did reading on my own about it)
- History of philosophy, ethics, western and eastern religions
- The minor provided me with a good generalist base. The most focused area of my studies was western religions and Christianity. I believe that the base as allows me to continue my philosophical pursuits outside of the university.
- Ancient and medieval, modern, and contemporary philosophy

4. *Please describe the areas of philosophy you wish you could have studied more in depth at Ferris.*

- I enjoyed the ethics portion and would have loved to take another course I that.
- I feel Ferris could have offered a few more options each semester for the philosophy students, but it was a relatively new minor when I enrolled in it so I was excited to have the opportunity to take it at all. Dr. Gray is awesome by the way!
- Political philosophy
- If I were to have wished I had studied anything more in depth it would be logic. The reason I say this is because I enjoy debating things and when an obvious flaw is in someone's logic you can take it and run with it.
- I would have liked to have a greater understanding of the world we live in now and newer philosophers works
- Ethics, political and social philosophy, and specific thinkers like Marx and Nietzsche are some areas I would have liked to delve deeper into. *
- More specific seminar type courses dedicated to just aesthetics, analytic philosophy, phenomenology or philosophy of law.
- Logic (I took the intro), modern thought/thinkers, philosophy in the media, philosophy of law, courses designed around a specific concept or thing would have been interesting (baseball, music, craftsmanship)
- Ethics

Please indicate how confident you are in your ability to do the following as compared to your abilities prior to taking philosophy courses at Ferris:

5. *Articulate the development of Western Philosophy and interpret the meaning of these ideas.*

Response	#of Responses
Very Confident	2
Confident	7
Neither Confident or	2

unconfident	
Unconfident	0
Very Unconfident	0
Total	11

6. Critically examine social and cultural presuppositions.

Response	#of Responses
Very Confident	3
Confident	8
Neither Confident or unconfident	1
Unconfident	0
Very Unconfident	0
Total	12

7. Explore the Self.

Response	#of Responses
Very Confident	3
Confident	6
Neither Confident or unconfident	1
Unconfident	0
Very Unconfident	0
Total	10

8. *Situate the self within society.*

Response	#of Responses
Very Confident	0
Confident	9
Neither Confident or unconfident	1
Unconfident	0
Very Unconfident	0
Total	10

9. *Apply the philosophical method of examination to central issues of human action and interaction.*

Response	#of Responses
Very Confident	5
Confident	5
Neither Confident or unconfident	1
Unconfident	0
Very Unconfident	0
Total	11

10. *Discuss philosophical conceptions of ethical existence.*

Response	#of Responses
-----------------	----------------------

Very Confident	7
Confident	3
Neither Confident or unconfident	0
Unconfident	0
Very Unconfident	0
Total	10

11. *Discuss philosophical conceptions of responsible citizenship.*

Response	#of Responses
Very Confident	4
Confident	6
Neither Confident or unconfident	0
Unconfident	0
Very Unconfident	0
Total	10

12. *Think, perceive, and experience in new ways.*

Response	#of Responses
Very Confident	5
Confident	5
Neither Confident or unconfident	0

Unconfident	0
Very Unconfident	0
Total	10

13. *Value in new ways.*

Response	#of Responses
Very Confident	1
Confident	8
Neither Confident or unconfident	1
Unconfident	0
Very Unconfident	0
Total	10

14. *The Philosophy Minor provided a diversity of perspectives on philosophy.*

Response	#of Responses
Strongly Agree	6
Agree	4
Neither Agree nor Disagree	0
Disagree	0
Strongly Disagree	0
Total	10

15. *The Philosophy Minor inspired self-awareness and enriched your life.*

Response	#of Responses
Strongly Agree	7
Agree	3
Neither Agree nor Disagree	0
Disagree	0
Strongly Disagree	0
Total	10

16. *The Philosophy Minor provided ample classes to allow for you to diversity and personalize your degree.*

Response	#of Responses
Strongly Agree	2
Agree	4
Neither Agree nor Disagree	3
Disagree	1
Strongly Disagree	0
Total	10

17. *The Philosophy Minor allowed you to study topics relevant to your life.*

Response	#of Responses
Strongly Agree	3
Agree	7
Neither Agree nor Disagree	0

Disagree	0
Strongly Disagree	0
Total	10

18. *What year did you graduate from Ferris?*

Response	#of Responses
2010	3
2009	5
2008	1
2007	1
Total	10

19. *What degrees (majors and minors) did you graduate with?*

- Medical Laboratory Science B.S.; Minors: Health, Illness, and Society
- Communication B.A.; Minors: Women's and Gender Studies, Sociology
- Psychology B.S.
- Welding Engineering B.S., A.A.S.
- Business Administration B.S.; Legal Studies A.S
- Sociology B.A.
- Journalism and Technical Communication B.S.; Minor: Political Science
- Sociology B.A.
- Criminal Justice B.S.
- Political Science B.S.

20. *Please list any additional education you have received or are currently receiving since you graduated from Ferris. Please list the institution, degree, and graduation date.*

- Western Michigan University, Communication M.A., May 2011
- Ferris State University-DMS Montcalm Community College, Medical classes
- University of Sussex, Social and Political Thought M.A. Sept. 2011
- J.D

21. *Do you plan to pursue any additional education in the future? If so please describe your plans.*

- Not as of now, Working currently but always plan to continue my education. Never stop learning!

- Yes, I plan to go on for my PhD in Communication or Sociology
- Jackson Community College-Online DMS
- Masters Degree and real estate licenses
- After the M.A. listed above I plan to pursue a doctorate. I am not sure of my exact plans yet, but I plan to continue on the path of political philosophy in some way.
- Possibly accepting a fellowship offer at either the University of Toledo or Kent State University for an MA in philosophy beginning Fall „10
- Plan on earning a master’s degree and then assessing the prospects of a doctorate degree. Currently cost is the only tempering factor.

22. *Are you currently employed? If so where and in what position?*

- Boston Medical Center, Microbiology Lab
- Graduate assistant at WMU – WMU Ethics Center manager and events coordinator
- Hop Child Care Center, Teacher
- 1099 contractor
- Paralegal at Bleakly, Cypher, Parent, Warren and Quinn in Grand Rapids
- Medallion Management, Inc, Property manager for RD property in South Haven, MI
- Daily Herald Newspaper, Reporting Internship
- Peckham, Inc. (vocational rehabilitation non-profit), Career Planning Aid
- Madison Police Department, Police officer

23. *Did you choose to minor in Philosophy prior to beginning at Ferris?*

Response	#of Responses
Yes	0
No	10
Total	10

24. *What year were you when you declared your philosophy minor?*

Response	#of Responses
Freshman	0
Sophomore	5
Junior	6

Senior	1
Other	0
Total	12

****General comment (listed as a side note on question 4):*** Because there is no other place on this survey, I would like to comment that the philosophy minor at Ferris was by far the most pleasurable experience I had while attending the institution. I honestly felt that every professor I had in the program truly loved what they were doing and it showed in their ability to teach and connect with students in an effective and deeply personal manner. I hope to sustain relationships with each of these individuals for many years to come. In the few years I have known them, they have each impacted me in a different and important way.

APPENDIX B: FOCUS GROUP SURVEY

1. When did you start at Ferris? Please indicate the year, and if possible, the semester.

2. Did you transfer from another college or university? (Please circle one) Yes No

If yes, please indicate the college(s) or university(ies) you attended prior to coming to Ferris.

3. While at Ferris, did you take courses at another college and/or university? (Please circle one) Yes No

If yes, what courses did you take and where? _____

If yes, why did you take courses at another college(s) or university(ies)?

4. Are you a philosophy minor? (Please circle one) Yes No

If yes, please go to question 6. If no, please complete question 5 and then turn in the survey.

5. Do you plan on declaring the philosophy minor? (Please circle one) Yes No

If no, why not? _____

If yes, did you choose to minor in Philosophy prior to beginning at Ferris? (Please circle one)

Yes No

If no, what program(s) did you begin in? _____

5. What year were you when you declared your philosophy minor? (Please circle one)

Freshman Sophomore Junior Senior Other: _____

6. Please indicate any additional majors, minors or degrees you have completed/will complete prior to graduation. _____

7. What are your employment/education plans after graduation?

APPENDIX C: PHILOSOPHY FOCUS GROUP SURVEY RESULTS SPRING 2009

Sixteen students participated in a focus group discussion about the philosophy program at the end of the Spring 2009 semester. The majority of participants had just completed an upper level Philosophy course and some were invited to participate because they had declared a Philosophy minor. The following are the results of a survey the students completed prior to the focus group discussion.

RESULTS

Enrolling at Ferris

The majority of participants became students at Ferris during Fall semester in 2005.

When Enrolled at Ferris

	Frequency	Percent (%)
Fall 2008	1	6.3
Fall 2007	3	18.8
Fall 2006	1	6.3
Fall 2005	6	37.5
Spring 2005	1	6.3
Fall 2004	2	12.5
2004 (did not identify semester)	1	6.3
Fall (did not identify year)	1	6.3
Total	16	100.0

Five of the students (31.2%) transferred to Ferris from the following schools:

School Transferred From

School	Frequency	Percent (%)
Washtenaw Community	1	20.0
Grand Rapids Community	1	20.0
Montcalm Community	1	20.0
Michigan State	1	20.0
Delta Community	1	20.0
Total	5	100.0

Five different students (31.2%) reported that they had taken courses at another University besides Ferris including: Psychology (20.0%, 1), Economics (20.0%, 1), Management (20.0%, 1), Zoology (20.0%, 1), and General Education courses (20.0%, 1). Three respondents disclosed why they took courses elsewhere. For two students it was because the courses were less costly. One student reported taking courses so they could reenroll at Ferris. These students took courses from four different schools.

Where Taken Other Courses

School	Frequency	Percent (%)
Lansing Community	1	20.0
Grand Rapids Community	2	40.0
Saint Clair Community	1	20.0
South University	1	20.0
Total	5	100.0

Philosophy Minors

The slight majority of focus group participants were Philosophy minors.

Number of Philosophy Minors

	Frequency	Percent (%)
Yes	9	56.2
No	7	43.8
Total	16	100.0

Year Declare the Philosophy Minor

Year	Frequency	Percent (%)
Senior	3	33.3
Junior	5	55.6
Sophomore	1	11.1
Total	9	100.0

Of the nine Philosophy minors, only one (11.1%) had planned to minor in Philosophy prior to beginning at Ferris. The other eight students came to Philosophy from a variety of areas of Ferris:

- “Psychology and Dr. Aiken got me started in Philosophy”
- “Business Administration with legal studies”
- “Pre-science”
- “Ancient-medieval philosophy”
- “Music Industry Management”
- “Professional Tennis Management”
- “Criminal Justice, I then switched to Political Science”
- “Welding engineering and Technologies”

Most of the Philosophy minors (66.7%, 6) had also declared a major to complete a Bachelor’s degree (See Table below). Two students had second minors – one student in French and the other in History. Two students indicated that they would also have completed Associates degrees before graduation.

Major		
Year	Frequency	Percent (%)
Business administration with legal studies	2	22.2
Pre-physical therapy	1	11.1
Psychology	1	11.1
Sociology	1	11.1
Political Science	1	11.1
None indicated	3	33.3
Total	9	100.0

Following graduation, the Philosophy minors had the following plans:

- “Lawyer, Manager, Paralegal”
- “Non-profit community programs”
- “I’m a sociology major, so none as of now. → Eventually grad school for philosophy.”
- “I work at Eagle Village and plan to stay while in Grad. School as a treatment counselor.”
- “To be a physical therapist”
- “Unpaid internship”
- “?”
- “go into industry”
- “I will be attending law school”

Participants who are not Philosophy Minors

One student who was not currently Philosophy minors intended to declare the Philosophy minor in the future. This participant reported having “an existing interest” in Philosophy and just has not “acted upon it”.

Of the six participants who do not intend to declare the minor, five offered reasons for not becoming part of the program:

- “Not enough time”
- “I am a psych major with a minor in health illness and society”
- “I intend to continue my education at a different college; too soon for a declared minor to be practical.”
- “I graduate in the fall and have a minor in Ply Sci.”
- “Cannot graduate on time if I add a minor, and would need to take loans outside of comfort level”

Some of the non-minors offered additional information about their degrees and post-graduation plans.

One student would have completed their AS in liberal arts and wanted to get their MLIS from Wayne State with the ultimate goal of becoming a librarian.

A second student was a psychology major with a minor in Health Illness and Society. The student was “looking at working with the state and then going on to grad school for [a] masters in child psychology.”

A third student was working towards a Bachelor of Arts in History with a Political Science minor to go on to either Law school or the Air Force.

A fourth student indicated that he/she would “possibly work in psychology field...unless anything changes” after graduation (ellipses in original).

The last student did not provide information about his/her degree and when asked about post-graduation plans claimed "I have absolutely no clue because I'm a slacker."

APPENDIX D: Humanities Faculty Survey about Philosophy Minor

Every few years, programs and minors are required to undergo a review by a college-wide committee. The purpose of this review is to ensure that the programs and minors are meeting the needs of the students. As a faculty member in the Humanities Department, your input about our philosophy minor is valued. Your candid and honest answers to the following questions will be kept anonymous but will help us improve the program.

Please return your completed survey to Dr. John Gray's mailbox in Johnson 109 by Wednesday, March 31, 2010.

Excellent (Top 5-10%), Good (Top Third), Acceptable (Middle Third), Below (Bottom Third), Poor (Seriously Inadequate), Unsure (Not Familiar/Qualified Enough to Judge)

1. Written goals for the philosophy minor (see attached) state realistic outcomes.

Excellent Good Acceptable Below Poor Unsure

2. The philosophy minor curriculum is designed to meet the needs of graduates.

Excellent Good Acceptable Below Poor Unsure

3. Administrative support for the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

4. Classroom space for the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

5. Educational resources (e.g. technology, videos) for the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

6. Library resources for the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

7. Library support (e.g. liaison, media services) for the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

8. Provisions for students with disabilities in the philosophy minor are:

Excellent Good Acceptable Below Poor Unsure

11. The number of faculty assigned to the philosophy minor is:

Excellent Good Acceptable Below Poor Unsure

12. The quality of the philosophy faculty is:

Excellent Good Acceptable Below Poor Unsure

Please indicate your level of agreement/disagreement with the following questions. (Please circle)

1. Philosophy courses enhance other academic programs.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

2. A philosophy major would be a beneficial addition to the humanities department and Ferris State University.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Please use the space below to include any other comments you may have about the philosophy program.

APPENDIX E: FACULTY SURVEY RESULTS

Frequency Table For Faculty Teaching Philosophy Courses

Teaching Classes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	100.0	100.0	100.0

Goals		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	50.0	50.0	50.0
	Good	1	25.0	25.0	75.0
	Acceptable	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Curriculum		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	50.0	50.0	50.0

	Good	1	25.0	25.0	75.0
	Acceptable	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Ad mi nis tra tio n					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Good	4	100.0	100.0	100.0

Cla ssr oo m					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Excellent	1	25.0	25.0	25.0
	Good	2	50.0	50.0	75.0
	Below	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Ed Re so					
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urces					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val	Unsure	1	25.0	25.0	25.0
id	Excellent	1	25.0	25.0	50.0
	Acceptable	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

Lib Resources					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val	Unsure	1	25.0	25.0	25.0
id	Good	1	25.0	25.0	50.0
	Acceptable	1	25.0	25.0	75.0
	Below	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Lib Support					
		Frequency	Percent	Valid Percent	Cumulative Percent

Val id	Excellent	1	25.0	25.0	25.0
	Good	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

Dis abi liti es					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Unsure	4	100.0	100.0	100.0

Nu mb erF ac ult y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Excellent	1	25.0	25.0	25.0
	Good	2	50.0	50.0	75.0
	Acceptable	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Quality Faculty		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	50.0	50.0	50.0
	Good	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

Courses Enhance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	75.0	75.0	75.0
	Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Major		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

id				
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Frequency Table For All Johnson Hall Humanities Faculty

Teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	40.0	40.0	40.0
	No	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Goals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	40.0	44.4	44.4
	Good	4	40.0	44.4	88.9
	Acceptable	1	10.0	11.1	100.0
	Total	9	90.0	100.0	
Missing	999.00	1	10.0		
Total		10	100.0		

Curriculum				

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure	1	10.0	10.0	10.0
	Excellent	4	40.0	40.0	50.0
	Good	3	30.0	30.0	80.0
	Acceptable	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure	4	40.0	40.0	40.0
	Excellent	1	10.0	10.0	50.0
	Good	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure	3	30.0	30.0	30.0

	Excellent	1	10.0	10.0	40.0
	Good	4	40.0	40.0	80.0
	Acceptable	1	10.0	10.0	90.0
	Below	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Ed Re so urc es						
		Frequency	Percent	Valid Percent	Cumulative Percent	
	Val id	Unsure	4	40.0	40.0	40.0
		Excellent	1	10.0	10.0	50.0
		Good	3	30.0	30.0	80.0
		Acceptable	2	20.0	20.0	100.0
	Total	10	100.0	100.0		

Lib Re so urc es						
		Frequency	Percent	Valid Percent	Cumulative Percent	
	Val id	Unsure	5	50.0	50.0	50.0
		Good	3	30.0	30.0	80.0
		Acceptable	1	10.0	10.0	90.0
		Total	9	100.0	100.0	

	Below	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Lib Su pp ort					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Unsure	4	40.0	40.0	40.0
	Excellent	1	10.0	10.0	50.0
	Good	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Dis abi liti es					
		Frequency	Percent	Valid Percent	Cumulative Percent
Val id	Unsure	7	70.0	70.0	70.0
	Good	1	10.0	10.0	80.0
	Below	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Number Faculty					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure	2	20.0	20.0	20.0
	Excellent	3	30.0	30.0	50.0
	Good	3	30.0	30.0	80.0
	Acceptable	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Quality Faculty					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unsure	1	10.0	10.0	10.0
	Excellent	6	60.0	60.0	70.0
	Good	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Courses					
Enhan					

ce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	70.0	77.8	77.8
	Agree	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	999.00	1	10.0		
Total	10	100.0			

Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	60.0	66.7	66.7
	Agree	1	10.0	11.1	77.8
	Neither	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	999.00	1	10.0		
Total	10	100.0			

PHILOSOPHY MINOR

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES

ADVISOR: Dr. John Gray

PHONE: (231) 591-3515 E-MAIL: JohnGray@ferris.edu CAMPUS ADDRESS: JOH 110

Why Choose the Philosophy Minor?

Philosophy is the basis of any discipline, whether it is science, math, medicine, literature, legal studies, history or technology. As a result, philosophy allows students the opportunity to discover the intellectual history and cultural context to any area of study. In addition, the minor allows students to develop writing and critical thinking skills that are essential to job placement and advancement.

Admission Requirements

This Philosophy minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 18 credits, 12 of which must carry PHIL designators, with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses

PHIL 203	History of Western Philosophy 1	3
PHIL 204	History of Western Philosophy 2	3

Electives: Choose 3 credits from the following:

PHIL 216	Intro to Ethics	3
PHIL 217	Logic/Critical Thinking	3

Electives: Choose 9 credits from the following:

PHIL 115	Introduction to Philosophy	3
PHIL 218	Philosophy of Sex and Love	3
PHIL 220	Healthcare Ethics	3
PHIL 305	Feminist & Gender Theory	3
PHIL 310	Contemporary Philosophy	3
PHIL 320	Biomedical Ethics	3
RELG 215	Comparative Religion	3
RELG 325	Eastern Religion	3
RELG 326	Western Religion	3

MINOR IN PHILOSOPHY

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S./B.A. PROGRAM: _____

Procedures:

- 1) The student and the advisor for this minor will review and complete the General Requirements and Required Courses sections of this form (Section A).
- 2) Upon completion of Section A, this form will be sent to the department office for approval. The original form will be filed in the appropriate office (either the advisor or the department) and copied for the student. Students in Bachelor of Arts degree programs must also provide a copy of this form to both the B.A. coordinator and their faculty advisor. All deviations from or substitutions for courses listed in this original plan must be approved by the Department Head on official Course Substitution Forms and must accompany this form.
- 3) Upon completion of this minor, the student will notify the advisor of the minor. The department and the advisor will verify that the student has completed the minor and will forward the original form to the College of Arts and Sciences Dean's Office for approval and from there it will be forwarded either to the Registrar's Office (Section B) or to the B.A. coordinator as appropriate.

SECTION A	General Requirements:			
	1)	At least 12 of the credits of the minor must carry PHIL designators		
	2)	At least 50% of the credits of the minor must be numbered 200 or higher, with 6 credits 300 or higher		
	3)	At least 50% of the credits of the minor must be Ferris State University credits		
	4)	This minor requires a minimum of <u>18</u> credits		
	5)	This minor requires a minimum GPA of <u>2.0</u> in these courses.		
	6)	A minor will not be entered in the academic record until the student has been certified for a bachelor's degree		
	Required Courses		Credit Hours	Grade
	PHIL 203		3	
	PHIL 204		3	
	Choose one: PHIL 216, PHIL 217		3	
	Choose three:			
	PHIL 115		3	
	PHIL 218		3	
	PHIL 220		3	
	PHIL 305		3	
	PHIL 310		3	
	PHIL 320		3	
RELG 215		3		
RELG 325		3		
RELG 326		3		
Signatures		Date		
Student				
Advisor				
Department				

SECTION B	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
	Department		
	CAS Dean		
	Registrar		

DECLARATION SENT TO RECORDS _____

COMPLETION SENT TO RECORDS _____

APPENDIX G: PHILOSOPHY MINOR CHECK SHEET AND SAMPLE SYLLABI

Dr. John Scott Gray
Office: JOH 110
Office Hours: T/Th 2:15-2:45, W 1:00-4:00
and By Appointment
Office Phone: 3515
Email: Grayj14@ferris.edu
and taipan@teacher.com

**Ferris State University
Course Syllabus
Phil 203 – Ancient Philosophy -- Fall 2007
Section #1 – TR 3:00-4:15, JOH 101
3 Semester Credits**

1. CATALOG DESCRIPTION:

The course provides coverage of the historical issues and figures of the western philosophic tradition from Ancient Greece through Medieval philosophy. Included will be such figures as Socrates, Plato, and Aristotle. The medieval period will concentrate on Christian theology through the study of such philosophers as Augustine and Aquinas.

2. PRE-REQUISITES:

ENGL 150

3. GENERAL EDUCATION REQUIREMENTS MET:

Cultural Enrichment

4. SPECIFIC OBJECTIVES:

Students will:

- A. demonstrate knowledge of the major theories of ancient philosophy
- B. develop the ability to recognize and articulate arguments
- C. develop critical faculties as they relate to evaluating metaphysical systems
- D. distinguish the various branches of philosophy, in particular metaphysics and epistemology
- E. increase knowledge of the techniques and methodology of philosophy
- F. look at works or historical events from different cultural perspectives
- G. gain increased self understanding through works of philosophy
- H. develop an increased inclination to engage in the humanities as a way of better understanding themselves and their world or enhancing the quality of their lives

5. PRIMARY METHOD OF INSTRUCTION:

Discussion, Student Presentation and Lecture

6. MAJOR COURSE TOPICS:

- a. The Greek Mindset in and after Homer
- b. The Pre-Socratic Movement
- c. Socrates and Plato
- d. Aristotle
- e. Augustine
- f. Aquinas

7. TEXTS:

Required:

Louis P. Pojman, *Classics of Philosophy, Volume I: Ancient and Medieval*, (Oxford University Press, New York), 1998.

Recommend, But Not Required:

W.T. Jones, *History of Western Philosophy, Volumes I and II*, (Wadsworth Publishers, Belmont, CA), 1969.

8. TENTATIVE SCHEDULE OF ASSIGNMENTS:

(All Readings from Pojman)

August 28 – Introduction to Course

August 30 – Introduction to the Pre-Socratics, 3-11

September 4 – The Pre-Socratic Texts, 11-15

September 6 – Conclude the Pre-Socratics and Introduce Plato, 16-18

September 11 – Plato's *Euthyphro*, 19-28

September 13 – Plato's *Apology*, 28-41

September 18 – Plato's *Crito*, 41-47, 62, 63

September 20 – Plato's *Republic*, 74-92

September 25 – Plato's *Republic*, 144-174

September 27 – Plato's *Republic*, 174-197

October 2 – Introduce Aristotle and Aristotle's *Categories*, 245-251

October 4 – Aristotle's *Metaphysics*, 267-279

October 9 – Aristotle's *Metaphysics*, 280-288

October 11 – Aristotle's *Nicomachean Ethics*, 289-304

October 16 – Aristotle's *Nicomachean Ethics*, 304-320

October 18 – Midterm Examination

October 23 – Epictetus, 358-368

October 25 – Sextus Empiricus, 369-384

October 30 – Plotinus, 385-390

November 1 – Augustine, 393-398

November 6 – Augustine, 398-408

November 8 – Augustine, 408-420

November 13 – Boethius and Avicenna, 421-431

November 15 – Anselm, Gaunilo and Maimonides, 432-441

November 20 – Flex Day

November 22 (No Class – Thanksgiving Recess)

November 27 – Introduction to Aquinas and Aquinas“ *Summa Theologica*, 442-447

November 29 – Aquinas“ *Summa Theologica*, 447-453

December 4 – William of Ockham, 454-459

December 6 – Review

FINAL EXAM -- TBA

9. METHOD OF DETERMINING STUDENT GRADE:

A. One final exam	10%
B. Four 3-5 page essays/position papers	10% each (40% total)
C. In-Class Presentation on Reading Assignment	10%
D Attendance and in class Participation in Discussion	10%
E. In-Class Assignments	20%
F. Reflective Journal	10%

A. The Final Exam will include essay questions requiring you to reflect seriously on the material that we have covered, as well as primary themes that are discussed throughout the term. The final exam will be used to evaluate student achievement of course objectives A, B, C, D and E.

B. Your four papers will require you to consider a question assigned by me. These are not research papers, but are meant to be reflective in nature. They are expected to be three to five pages in length. These papers will be used to evaluate student achievement of course objectives A, B, C, E, F and G.

NOTE ON PLAGIARISM: STUDENTS ARE EXPECTED TO DO THEIR OWN WORK. PLAGIARISM IS THE PRESENTATION OF OTHERS' WORK OR IDEAS AS ONE'S OWN WORK. A FAILING GRADE WILL BE ASSIGNED FOR PLAGIARIZED WORK. PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM.

C. Each student will be required to conduct a brief presentation outlining the reading for an assigned day and raising several question/issues for discussion. An outline of the

assigned reading and the required questions must be emailed to all students at least 36 hours before class. This presentation will be used to evaluate student achievement of course objectives A, B and D.

D. You start with 100 points. Each time you are absent, 5 points are deducted. If you are late, which means you are not there by the time I take role sometime after the start of the period, 2 points will be deducted. Points can also be deducted for failure to participate in discussion during the term. The use of cell-phones is prohibited in this course, so students should make sure that their phones are turned off before entering the classroom. Students who fail to do so will lose credit from this portion of their grade. This portion of the overall student grade will be used to evaluate student achievement of course objectives B, E, F and H.

E Any in-class work (quizzes, discussion, short essays, etc.) and homework will be counted toward this portion of your grade. One piece of homework you will be required to prepare for each class period are two questions on your reading assignments for that day. During class discussion, you may be asked to read your questions to the class. Furthermore, I will collect the classes' questions periodically during the term and grade them as if they were a quiz. These questions should be complete in that they present not just a point of concern, but also the context that surrounds that issue. These assignments will be used to evaluate student achievement of course objectives A, B, C, D and E.

F. You will be expected to purchase a small notebook and use it to keep a weekly journal. In this journal you will be expected to write an entry of more than a full page that contains your personal reflections on the course readings and/or discussion. The entry for a given week must be completed by the first class session of the following week and will be collected at times during the term. Each entry will be graded on a check plus (A+), check (A-), check minus (B-) and X (no credit) scale. The primary factors in determining this grade will be depth and thoughtfulness. The journal entries will be used to evaluate student achievement of course objectives B, C, F, G and H.

Dr. John Scott Gray
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Office Hours: Wed. 10:30-2:30 and By Appointment
Office Phone: 3515
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and taipan@teacher.com

Ferris State University
Course Syllabus
Phil 204 – Modern Philosophy – Spring 2010
Section #1 – TR 4:30-5:45, Johnson Hall 103
3 Semester Credits

1. CATALOG DESCRIPTION:

The course provides historical issues and figures of the western philosophic tradition from the early modern philosophy of Descartes through Empiricism, Kant and the 19th century, ending with Nietzsche.

2. PRE-REQUISITES: ENGL 150

3. GENERAL EDUCATION REQUIREMENTS MET: Cultural Enrichment

4. SPECIFIC OBJECTIVES:

Students will:

- A. demonstrate knowledge of the major theories of modern philosophy
- B. develop the ability to recognize and articulate arguments
- C. develop critical faculties as they relate to evaluating metaphysical systems
- D. distinguish the various branches of philosophy, in particular metaphysics, epistemology and political theory
- E. increase knowledge of the techniques and methodology of philosophy
- F. look at works or historical events from different perspectives
- G. gain increased self understanding through works of philosophy
- H. have an increased inclination to engage in the humanities as a way of better understanding themselves and their world or enhancing the quality of their lives

5. PRIMARY METHOD OF INSTRUCTION: Lecture, Discussion, Student Presentation

6. MAJOR COURSE TOPICS:

- a. The break from Scholasticism
- b. Rationalism (Descartes and Leibniz)
- c. Empiricism (Locke and Hume)
- d. Kant
- e. Political and/or Moral Theory (Hobbes, Locke, Rousseau)

7. TEXTS:

Required:

Martinich, Allhoff and Vaidya, editors, *Early Modern Philosophy: Essential Readings with Commentary*, 1st edition, (Blackwell Publishing, Massachusetts), 2007. (Denoted by E in schedule)

Radcliffe, McCarty, Allhoff and Vaidya, editors, *Late Modern Philosophy: Essential Readings with Commentary*, 1st edition, (Blackwell Publishing, Massachusetts), 2007. (Denoted by L in schedule)

Russell Shorto, *Descartes' Bones: A Skeletal History of the Conflict Between Faith and Reason*, (Vintage Press, New York), 2008.

Recommended, but not required:

W.T. Jones, *History of Western Philosophy, Volume III*, 2nd edition and *Volume IV*, 2nd edition revised, (Wadsworth Publishers, Belmont, CA), 1969/1975.

8. TENTATIVE SCHEDULE OF ASSIGNMENTS:

January 12 – Introduction to Course Requirements

January 14 – The Birth of the Modern Age, E pgs 19-23

January 19 – Bacon, E pgs 39-48

January 21 – Descartes, E pgs 55-60

January 26 – Newton, E pgs 70-74

January 28 – Descartes' "Meditations", E pgs 75-80, 81-88

February 2 – Descartes, E pgs 88-91, Bones Chapter 1

February 4 – Descartes, E pgs 91-96

February 9 – Descartes, E pgs 96-105, 105-110, Bones Chapter 2

February 11 – Descartes, E pgs 110-114, 114-123

February 16 – Replies to Descartes, E pgs 132-134, 135-136, 145-150, Bones Chapter 3

February 18 – Leibniz's *Monadology*, E pgs 151-152, 263-272

February 23 – Introduction to Empiricism, L pgs 17-20, Bones Chapter 4

February 25 – Locke, L pgs 21-33

March 2 – Locke, L pgs 33-45, 45-51

March 4 – Bones Chapter 5

March 9 – Spring Recess (No Class)

March 11 – Spring Recess (No Class)

March 16 – Hume, L pgs 75-85, 85-90, Bones Chapter 6
March 18 – Hume, L pgs 90-99

March 23 – Critics of Empiricism - Leibniz, L pgs 113-115, 117-122
March 25 – Reid, L pgs 133-139 , Bones Chapter 7 & Epilogue

March 30 – Kant, L pgs 141-144, 145-160
April 1 – Mid-Semester Recess

April 6 – Kant, L pgs 160-172
April 8 – Kant, L pgs 172-184

April 13 – Nietzsche’s Genealogy of Morals, essay 1 (first half)
April 15 – Nietzsche’s Genealogy of Morals, essay 1 (second half)

The last section of the term will be spent covering a topic of the classes’ choosing. Options will include: Political Philosophy, Moral Philosophy, Arguments for the Existence of G/god.

April 20, 22, 27 and 29 – TBA

FINAL EXAM – Thursday May 6, 4:00-5:40

9. METHOD OF DETERMINING STUDENT GRADE:

- | | |
|---|----------------------|
| A. One final exam | 20% |
| B. Two 4-6 page Essays/Position Papers | 15% each (30% total) |
| C. In-Class Presentation on Reading Assignment | 10% |
| D Attendance and in-Class Participation in Discussion | 10% |
| E. In-Class Assignments | 30% |

A. The Final Exam will include essay questions requiring you to reflect seriously on the material that we have covered, as well as primary themes that are discussed throughout the term. The final exam will be used to evaluate student achievement of course objectives A, B, C, D, E, and F.

B. Your two papers will require you to consider a question assigned by me. These are not research papers, but are meant to be reflective in nature. They are expected to be four to six pages in length. These papers will be used to evaluate student achievement of course objectives A, B, C, E, and G.

NOTE ON PLAGIARISM: STUDENTS ARE EXPECTED TO DO THEIR OWN WORK. PLAGIARISM IS THE PRESENTATION OF OTHERS’ WORK OR IDEAS AS ONE’S OWN WORK. A FAILING GRADE WILL BE ASSIGNED FOR PLAGIARIZED WORK. PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM.

C. Each student will be required to conduct a brief presentation outlining the reading for an assigned day and raising several questions/issues for discussion. An outline of the assigned reading and the required questions must be emailed to all students at least 36

hours before class. The presentation itself will require the student to select a passage from the text (no longer than this paragraph) that he or she considers essential to understanding the over-arching point of the text. In other words, find the heart of the document, or find the critical spot in the text. First summarize that passage, then analyze or comment on that passage in precise detail, quoting isolated words and phrases. You are to dissect and discuss the nuances of the passage. Tell us what this passage means and why it is important. What would happen if we took away that concept from the author's text? Next, connect the passage to something from another author or theme we have studied. Again, be specific. Tell us WHY the connection is interesting or important. Finish by raising a couple of questions for further discussion (either from this particular passage or the reading as a whole). The presentation will be used to evaluate student achievement of course objectives B, C, F and H.

D. You start with 100 points. Each time you are absent, 5 points are deducted. If you are late, which means you are not there by the time I take role sometime after the start of the period, 2 points will be deducted. Points can also be deducted for failure to participate in discussion during the term. The use of cell-phones is prohibited in this course, so students should make sure that their phones are *turned off and put away* before entering the classroom. Students who fail to do so will lose credit from this portion of their grade. Student participation will be used to evaluate student achievement of course objectives C, D, E, F, G and H.

E Any in-class work (quizzes, discussion, short essays, etc.) and homework will be counted toward this portion of your grade. One piece of homework you will be required to prepare for each class period are two questions on your reading assignments for that day. During class discussion, you may be asked to read your questions to the class. Furthermore, I will collect the classes' questions periodically during the term and grade them as if they were a quiz. These questions should be complete in that they present not just a point of concern, but also the context that surrounds that issue. This in-class work, taken as a whole, will be used to evaluate student achievement of course objectives A, B, and E.

Dr. John Scott Gray
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and By Appointment
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and taipan@teacher.com

Ferris State University
Course Syllabus
Phil 216 – Introduction to Ethics -- Fall 2008
Section #1 – MW 3:00-4:15, STR 120
3 Semester Credits

1. CATALOG DESCRIPTION:

This course discusses conceptions of moral conduct and ethical knowledge. The course also applies ethical principles to present-day ethical dilemmas.

2. PRE-REQUISITES:

None

3. GENERAL EDUCATION REQUIREMENTS MET:

Cultural Enrichment

4. SPECIFIC OBJECTIVES:

Students will:

- A. demonstrate knowledge of the major ethical theories
- B. develop the ability to recognize and define values as well as make value distinctions
- C. develop the critical faculty as it relates to evaluating value systems
- D. learn to present philosophical arguments concerning ethics
- E. increase the understanding of ethical vocabulary
- F. read and analyze works on ethics
- G. gain increased self-understanding

5. PRIMARY METHOD OF INSTRUCTION:

Discussion, Student Presentation and Lecture

6. MAJOR COURSE TOPICS:

- a. Introduction to Ethics
- b. Major Ethical Theories
 - i. Kant
 - ii. Mill
 - iii. Aristotle
 - iv. Rawls

c. Selected Topics in Contemporary Ethical Issues

7. TEXTS:

James E. White, *Contemporary Moral Problems*, 9th edition, (Wadsworth Publishers, Belmont, CA), 2009.

8. TENTATIVE SCHEDULE OF ASSIGNMENTS:

September 3 – Introduction to Course Content and Assignments

September 8 – How to Consider Ethical Questions and Read Ethical Texts

September 10 – Rachels’ “Egoism and Moral Scepticism”

September 15 – Midgley’s “Trying Out One’s New Sword”

September 17 – Mill’s “Utilitarianism”

September 22 – Kant’s “The Categorical Imperative”

September 25 – Mill and Kant continued

September 29 – Aquinas’ “The Natural Law”

October 1 – Aristotle’s “Happiness and Virtue”

October 6 – Rawls’ “A Theory of Justice”

October 8 – Grimshaw’s “The Idea of a Female Ethic”

October 13 – FLEX DAY

October 15 – EXAM #1

The areas of discussion for the remainder of the course will be determined by a survey of the interests of the class. That survey will include the chapter areas covered by White’s *Contemporary Moral Problems*, including abortion, capital punishment, euthanasia, same-sex marriage, animal rights, environmental ethics, and the ethics of war and terrorism. The students choose three topics for discussion.

October 20, 22, 27, 29, November 3 – TOPIC #1

November 5, 10, 12, 17, 19 – TOPIC #2

November 24, December 1, 3, 6, 10 – TOPIC #3

November 26 – NO CLASS

FINAL EXAM – Tuesday, Dec. 16 (2-3:40)

9. METHOD OF DETERMINING STUDENT GRADE:

A. Two exams	10% (20% total)
B. Two 3-4 page essays/position papers	10% each (20% total)
C. In-Class Presentation of Reading Assignment	10%
D. Attendance and in class Participation in Discussion	10%
E. In-Class Assignments	20%
F. Reflective Journal	10%

A. The two exams will include essay questions requiring you to reflect seriously on the material that we have covered, as well as primary themes that are discussed throughout the term. The first exam will focus on the ethical theories from chapter one and the second exam will apply those theories to the topics covered in the second half of the course. These exams will be used to evaluate student achievement of course objectives A, D, E.

B. Your two papers will require you to consider a question assigned by me. These are not research papers, but are meant to be reflective in nature. They are expected to be three to four pages in length. These papers will be used to evaluate student achievement of course objectives A, B, C, D, E.

NOTE ON PLAGIARISM: STUDENTS ARE EXPECTED TO DO THEIR OWN WORK. PLAGIARISM IS THE PRESENTATION OF OTHERS' WORK OR IDEAS AS ONE'S OWN WORK. A FAILING GRADE WILL BE ASSIGNED FOR PLAGIARIZED WORK. PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM.

C. Each student will be required to select one of our primary readings and conduct a brief presentation outlining the main argument of the reading and raising several questions/issues for discussion. The presentation will be used to evaluate student achievement of course objectives B, C, D, E, F.

D. You start with 100 points. Each time you are absent, 6 points are deducted. If you are late, which means you are not there by the time I take role sometime after the start of the period, 3 points will be deducted. Points can also be deducted for failure to participate in discussion during the term. The use of cell-phones is prohibited in this course, so students should make sure that their phones are turned off before entering the classroom. Students who fail to do so will lose credit from this portion of their grade. The attendance and active participation will be used to evaluate student achievement of course objectives A, B, C, E.

E. Any in-class work (quizzes, discussion, short essays, etc.) and homework will be counted toward this portion of your grade. One piece of homework you will be required to prepare for each class period are two questions on your reading assignments for that day. During class discussion, you may be asked to read your questions to the class. Furthermore, I will collect the classes' questions periodically during the term and grade them as if they were a quiz. These questions should be complete in that they present not just a point of concern, but also the context that surrounds that issue. This work will be used to evaluate student achievement of course objectives A, B, C, E, F, G.

F. You will be expected to purchase a small notebook and use it to keep a weekly journal. In this journal you will be expected to write an entry of more than a full page that contains your personal reflections on the course readings and/or discussion that week. The entry for a given week must be completed by the first class session of the following week and will be collected at times during the term. Selected entries will be graded on a check plus (A+), check (A-), check minus (B-) and X (no credit) scale. The primary factors in determining this grade will be depth and thoughtfulness. The journal will be used to evaluate student achievement of course objectives B, C, G.

10. COURSE EVALUATION STRATEGIES:

Instructor will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in the study of Ethics. The specific assignments, and their precise connection to course objectives, include the items listed above.

Ferris State University
Course Syllabus Addendum
Phil 216 – Introduction to Ethics -- Fall 2008 (M/W)

REVISED SCHEDULE OF ASSIGNMENTS:

September 10 -- Rachels' "Egoism and Moral Scepticism"

September 15 – Midgley's "Trying Out One's New Sword"
September 17 – Mill's "Utilitarianism"

September 22 – Kant's "Categorical Imperative"
September 24 – Mill and Kant Continued (additional presentations over Arthur and Hume)

September 29 – Aquinas' "The Natural Law"
October 1 – Aristotle's "Happiness and Virtue"

October 6 – Rawls' "A Theory of Justice"
October 8 – Grimshaw's "The Idea of a Female Ethic"

October 13 – Flex day
October 15 – EXAM #1

Topic #1 – Abortion

October 20 – U.S. Supreme Court's "Roe v. Wade"
October 22 – Noonan's "An Almost Absolute Value in History"

October 27 – Thomson's "A Defense of Abortion"
October 29 – Warren's "On the Moral and Legal Status of Abortion"

November 3 – Callahan's "Abortion and the Sexual Agenda"
November 5 – Marquis' "An Argument that Abortion is Wrong"

Topic #2 – Drugs and Addiction

November 10 – Szasz's "The Ethics of Addiction" (PAPER #1 DUE)
November 12 – U.S. DEA's "Speaking Out Against Drug Legalization"

November 17 – Shapiro's "Addiction and Drug Policy"
November 19 – Goodin's "The Ethics of Smoking"

Topic #3 – Capital Punishment

November 24 – U.S. Supreme Court's "Gregg v. Georgia"
November 26 – No Class

December 1 – Kant's "The Retributive Theory of Punishment"
December 3 – van den Haag's "The Ultimate Punishment" (PAPER #2 DUE)

December 8 – Reiman's "Justice, Civilization, and the Death Penalty"
December 10 – Gelernter's "What Do Murderers Deserve?"

FINAL EXAM – Tuesday, December 16 (2-3:40)

APPENDIX H: FACULTY CVs

DAVID WYATT AIKEN

Docteur ès Philosophie

**DOCTORAT D'ETAT
DOCTORAT DE TROISIÈME CYCLE
DIPLOME D'ETUDES APPROFONDIES
MASTER OF ARTS**

Department of Humanities, JOH 122, Ferris State University
Big Rapids, MI 49307, USA, Tel. 231.591.3615

CURRICULUM VITAE

PRESENT POSITION

Professor of Humanities, Philosophy, and Religion at Ferris State University.

Research Interests: Comparative Literatures, Philosophies, & Religions; Hermeneutics; History of Ideas.

EARNED DEGREES

1995 - Docteur ès Philosophie: History of Ideas, Comparative Letters, Philosophy –“La croyance comme présupposé herméneutique.”

1981 - Docteur de Troisième Cycle: Philosophical Thought –“La Dimension philosophique de la tragédie.”

1979 - Diplôme d'Études Approfondies: Comparative Letters–“La notion du tragique chez Nietzsche.”

1978 - Master of Arts in Humanities

1977 - Bachelor of Arts in Biblical Studies, Greek & Hebrew

EDUCATION

1995 University of Nice, Department of Comparative Literature, Philosophy, and the Center for Research in the History of Ideas. Nice, France. Doctorat d'État; Jury members (examiners): Dominique Janicaud (President), Jean-Paul Larthomas (Director), Françoise Dastur, Jean-François Mattéi, Edouard Gaède, Michel Haar („rapporteur extraordinaire”).
Dissertation: “*La croyance comme présupposé herméneutique*”; **SUMMA CUM LAUDE (mention très honorable à l'unanimité)**. French national libraries publication.

1982 University of Frankfurt. Frankfurt, Germany. Post-Doctoral Research in Greek Philology.

1981 University of Strasbourg, Department of Philosophy. Strasbourg, France.
Doctorat de Troisième Cycle (Ph.D.). Director: Jean-Luc Nancy, Co-director: Philippe Lacoue-Labarthes.

Dissertation: “La dimension philosophique de la tragédie”; **CUM LAUDE**.

- 1980 University of Strasbourg, Department of French and Comparative Literature. Strasbourg, France. Diplôme d'Études Approfondies (M.A.)
Thesis: "La notion du tragique chez Nietzsche"; **CUM LAUDE**.
- 1978 University of Dallas, Braniff Graduate School of the Humanities. Dallas, Texas USA. Master of Arts Degree. Specialty: Literature; Minors: Philosophy and Theology.

FOREIGN LANGUAGES

Spoken: English and French -bilingual; German -fluent; Italian -conversational; other - Arabic, Spanish
Reading and scholarly: Greek (Classical and Koiné), Hebrew, Latin, Classical Arabic, Middle High German, Old Dutch

EMPLOYMENT HISTORY

- Aug. 1997-Present
Ferris State University, Department of Humanities, Big Rapids, MI.
Tenured Professor of Humanities, Philosophy and Religion.
- Aug. 1996-May 1997
Waynesburg College, Department of History, Social Science & Religion, Waynesburg, Pennsylvania.
Adjunct Lecturer: Introduction to Philosophy.
- Sept. 1995-July 1996
The Sandford English Community School. Addis Ababa, Ethiopia.
Teacher (7-13): IB French and IB ab initio German, IB German A1, I.G.C.S.E French, Religious Education. I created and taught the syllabus in R.E. (based on the IB Middle Years philosophy) and in each of the IB subject areas.
- Jan. 1996-June 1996
Evangelical Theological College. Box 127, Addis Ababa, Ethiopia.
Adjunct Lecturer of Philosophy, Logic and Theology, and New Testament Greek.
- Sept. 1995-June 1996
Addis Ababa University. College of Social Sciences. Department of Foreign Languages & Literatures. Addis Ababa, Ethiopia.
Adjunct Assistant Professor of English for Academic Purposes, and African, Afro-American and Caribbean Literature.
- Sept. 1993-Aug. 1995
University of Nice. Department of English Language & Literature. Nice, France.
Assistant Professor (Attaché Temporaire d'Enseignement et de Recherche) of Applied and Theoretical English Grammar and Translation Practices (English/French, French/English).
- Oct. 1994-May 1995
American International School of the Côte d'Azur. Nice, France.
Teacher of IB German A1 (Higher Level): Language & Literature and World Literature in German.
- Jan. 1993-May 1993
Lycée T. Maulner. Nice, France.
Teacher of German Language.
- Aug. 1991-Dec. 1993
University of Nevada-Reno. Departments of Philosophy, Core Curriculum and Foreign Languages & Literatures. Reno, Nevada.
Adjunct Lecturer in Philosophy (100-200 levels).
Core Curriculum Lecturer in Western Traditions (Antiquity Section).

Adjunct Lecturer in French (100 and 200 levels).

Aug. 1989-Mar. 1990

University of Hull. Department of Dutch Studies. Hull, England.
Post-Doctoral Research in Comparative Literatures and Linguistics (Old Dutch and Middle High German).

Summer 1986

University of Nevada-Reno. Departments of Philosophy, Core Curriculum and Foreign Languages & Literatures. Reno, Nevada.
Adjunct Lecturer in Philosophy (400-600 level course).

PUBLICATIONS

BOOKS

The Search for Truth. A Textbook for Transcendental Philosophy. Frankfurt, Germany: Peter Lang Verlag, European University Studies, 1988.

A Philosophy of Ethics. The Birth of Morals at the Crossroads of Myth and History. Frankfurt, Germany: Peter Lang Verlag, European University Studies, 1988.

ESSAYS, ARTICLES, and TRANSLATIONS

RECENT SUBMISSIONS

“Is God GOD. The Conception and Genealogy of a Philosophical Deity,” **(submitted)**

“Julian the Apostate and findings from Ugarit. The substantiation of a curious argument from Julian’s *Contra Galilaeos*,” **(submitted)**

PUBLISHED

“Skepticism, Stoicism, and the Jeffersonian Model: Three Philosophical Responses to the Crisis in the Humanities,” in The International Journal of the Humanities, Volume 5, Issue 8, pp.23-32 (2007). Co-authored panel/article: David Aiken, John Scott Gray, and Grant Snider.

“Nietzsche’s Zarathustra. The Misreading of a Hero,” in Nietzsche-Studien, (Band 35, 2006).

“History Undone. The Appropriation of Thucydides.” in Zeitschrift für Religions- und Geistesgeschichte (ZRGG, 57, 4 (2005) J. Brill)

“Nietzsche and his Zarathustra. A Western Poet’s Transformation of an Eastern Priest and Prophet,” in Zeitschrift für Religions- und Geistesgeschichte (ZRGG 55, 4 (2003), J. Brill).

“Praxis Hermeneutika. A Study in the Obscuring of the Divine: Mists and Clouds in Homer’s *Iliad*,” in Existentia, a journal of classical and hermeneutical studies, vol. XI, pp. 277-296, 2001.

“Hermeneia. An Anatomy of History and Ab-wesenheit,” in The Library of Living Philosophers (LLP) volume on *The Philosophy of Hans-Georg Gadamer*, ed. Lewis E. Hahn. (Open Court: Chicago, 1997).

“Transcendentalism and Phenomenalism. Aristotle’s Answers to the Questions of Ontology,” in The Review of Metaphysics, The Catholic University of America, Washington, D.C., 1991.

“History, Truth and the Rational Mind. Why it is Impossible to Take Myth Out of History,” in Theologische Zeitschrift, The University of Basel, Basel, Switzerland, 1991. (awarded „hohe Bewertung“ by the journal referees).

“La Phénoménologie et la présentation de la pensée traditionnelle africaine,” by Dr. Barry Hallen, Harvard University, (formerly of the Department of Philosophy, University of Ife, Nigeria), for publication in the French edition (1996) of *Philosophie africaine. Les actes du séminaire sur la philosophie africaine*. (Translated from the English:

“Phenomenology and the Exposition of African Traditional Thought,” published in African Philosophy. Proceedings of the Seminar on African Philosophy, Addis Ababa University Press, 1980).

“Le concept de Dieu dans la philosophie africaine,” by Professor Dr. Wolor Topor, Department of Philosophy, University of Liberia, Monrovia, Liberia, for publication in the French edition (1996) of *Philosophie africaine. Les actes du seminaire sur la philosophie africaine*. (Translated from the English: “The Concept of God in the African Philosophy,” published in *African Philosophy. Proceedings of the Seminar on African Philosophy*, Addis Ababa University Press, 1980).

RESEARCH PROJECTS IN PREPARATION

Creation of the Western Mind (working title). Collection of essays concerning the origin of the western philosophico-religious mind.

“Madness in the tradition of Eros & the Daimon: Making sense of Diotima’s argument in Plato’s *Symposium*.”

“The High Tragical Elements of the Life of Socrates.”

“Democritea und Epicurea. The Philosophical Framing of Nietzsche’s Zarathustra.” (tentative title).

Nietzsche’s Zarathustra in Focus. A reader that explores the provenance of Nietzsche’s *Zarathustra*, offering discussions concerning the Zarathustra/Zoroaster connection, the literary birthright of Zarathustra, and the nineteenth century intellectual context of Nietzsche’s flourishing, as well as teaching explanations of the various Discourses in Nietzsche’s *Zarathustra* (book proposal).

Gods and Daimons in Greek Literature: A Geography of the Greek "heavenly places." (book proposal). In this book I argue that there exists in the thought-world of the ancient Greeks a clear hierarchical distinction between Gods (theoi) and various other types of spiritual or divine beings, *i.e.*, daimoni or the daimon. This distinction, when consistently recognized, will have definite repercussions on how scholars presently understand human interactions with the Divine in ancient Greece; many of our present translations of the Greek “classics” will have to be amended, *e.g.*, where personal daimon is rendered through the impersonal Latin notion of Fate. Authors considered: Homer and Hesiod, the Presocrates (esp. Thales, Heraclitus), the tragic and comic poets (Aeschylus, Sophocles, Euripides and Aristophanes), and, finally, the philosophers, and especially Plato (proposal).

CONFERENCES, PAPERS, PROFESSIONAL SERVICE, PRESENTATIONS & PANELS

Summer 2009

- Centre for the Humanities and Arts (Bégadan, France)
- Book Review for Wadsworth Philosophy and Religion: Cahn and Eckert: Philosophical Horizons.

Summer 2008

- Founder and Director: Centre for the Humanities and Arts (Bégadan, France)

Summer 2007

- Associate Editor, *INTERNATIONAL JOURNAL OF THE HUMANITIES*.
- Founder and Director: Centre for the Humanities and Arts (Bégadan, France)

Winter 2007

- Paper/Panel Presentation at The International Humanities Symposium (Columbia University, NY, 24-26 Feb. 2007). Title: “Conversations and Conversions: Humanities in the State University.”

January 20, 2005

- “Introduction to the Gods of the Bible.” FSU Humanities Colloquium Presentation
- Fall 2004
- Bible Fest VI: Three-day study seminars under the auspices of ASOR (American Societies of Oriental Research) and the Biblical Archaeology Society, San Antonio, TX.
 - “Religions in Art: Creation and Man from the East and from the West.” Joint-Presentation (with Dr. Ted Walker) to the FSU International Students Organization.
- Winter 2003
- Member of an FSU panel presentation concerning the question of religious diversity and tolerance. (Ray Gant moderator)
- July 10-11, 2002
- Chairperson and panel commentator: Research Symposium for „The Normal and the Abnormal: historical and cultural perspectives on norms and deviations,“ Manchester, England.
- July 30-August 2, 2002
- “Nietzsche and his Zarathustra. Reflections on a Western Poet and his Eastern Prophet.” Invited speaker at International Interdisciplinary Conference on Mysticism, Reason, Art and Literature: East West Perspectives, sponsored by the Society for Indian Philosophy & Religion in Calcutta, India.
- April 6, 2002
- Keynote speaker for the Omicron Delta Kappa national leadership honor society, at Ferris State University.
- November 2, 2001
- Keynote speaker for the Alpha Kai Honor Society, and guest speaker in the Department of Religious Studies, at Elon University, NC.
- January 18-23, 2001
- “Polytheism in the Hebrew Bible and the Ancient Near East.” Guest lecturer in the Department of Comparative Religions and Jewish Studies at Miami University of Ohio.
- November 3-5, 2000
- “Madness in the tradition of Eros & the Daimon: Making sense of Diotima’s argument in Plato’s *Symposium*.” Paper presented at the International Conference on Madness and Bliss in Literature and the Visual Arts, in Atlanta, Georgia
- July 24 –August 11, 2000
- “Hell, Hades and Other Badlands. The Relevance of Afterlife Traditions to Ethical Credibility. An East/West dialogue.” Paper presented at the Society for Indian Philosophy & Religion International Interdisciplinary Conference in Calcutta, India.
- April, 2000
- “Action and Ground: The relation of Buddhist Metaphysics to Buddhist Ethics. An East/West dialogue.” Guest speaker at the Ferris State University Conference on Indian & Comparative Studies.
- February 9, 2000
- “A Short History of Demons/Daimons.” Invited speaker to Ferris State University Pagan Society.
- March 29, 1999
- “Afterlives: Hell, Hades and Other Badlands.” Invited speaker in Art and Humanities Lecture Series at Ferris-Grand Rapids & Kendall College of Art and Design.

PROMOTIONS, GRANTS AND OTHER AWARDS

Fall 2006

Awarded: Profession Development Grant (\$1,000.00) for a Paper/Panel Presentation at The International Humanities Symposium (Columbia University, NY, 24-26 Feb. 2007). Topic:

“Conversations and Conversions: Humanities in the State University.”

Fall 2005
Awarded, effective Fall 2005: Promotion to Full Professor of Humanities.

Winter 2005
Awarded: Faculty Research Grant funding (\$550.00): “Extension of site license for TLG; Purchase of Macintosh upgrade (Accordance) software for TLG mounting platform.”

November 2004
Awarded a Dean’s Initiative Grant and a Humanities Department Professional Development Grant (combined \$800.00) to participate in Bible Fest VI, San Antonio, TX.

Fall 2003
Teaching Sabbatical

April 2003
Voted **Distinguished Teacher** (2002-2003).

February 2003
Awarded a Dean’s Initiative Grant for a religious studies student field trip to the Grand Rapids Van Andel Museum to view the Dead Sea Scrolls (April 24, 2003).

January 2003
Awarded a sabbatical for Fall 2003. My sabbatical proposal was ranked number one among proposals both in the College and in the University for 2003/2004.
Awarded a Faculty Research Grant of \$1,000 for the purchase of CD-Rom libraries and other software to facilitate research for the book, *Myths, Gods and Demons – Ancient Religions and the Modern Mind*.

March 2002 – for Summer 2002
Awarded a total of \$4200.00 from Timme Travel Grant (CTL&FD), Humanities Department-Faculty Development Grant, and the University-wide Faculty Development Committee for participation in the International Interdisciplinary Conference on Mysticism, Reason, Art and Literature: East West Perspectives, sponsored by the Society for Indian Philosophy & Religion in Calcutta, India.
Awarded, from the Humanities Department-Faculty Development Grant, \$750.00 for the Research Symposium in Manchester, England for “The Normal and the Abnormal”

Winter 2002
Awarded tenure effective Fall 2002.

October 2000
Awarded a Faculty Development Grant for the following long-term Research Project: Research Relevant to Interpretation and the Study of Ancient Documents. Additional funding for the purchase of Silver Mountain Software for use with the Thesaurus Linguae Graecae CD-Rom.

September 2000
Awarded a Timme Travel Grant (CTL&FD) of \$600.00 and a Humanities Department - Faculty Development Grant of \$400.00 for the International Conference on Madness and Bliss in Literature and the Visual Arts, in Atlanta, Georgia.

June 2000
Awarded a Dean’s Grant of \$600.00 in order to take my two summer semester classes (Humn. 220 Ethics in Health Care [July 14, 2000] & Humn. 216 Intro. to Ethics [June 9, 2000]) to participate in a high and low ropes course.

April 2000
Awarded a total of \$4520.00 from Vice-President for Academic Affairs, Dean of the College of Arts & Sciences, Professional Development Committee Grant, Timme Travel Grant (CTL&FD), and Humanities Department -Faculty Development Grant, for participation in the SIPR conference in Calcutta, India (July/August 2000).

March 2000
Awarded a Dean’s Grant for a field trip on April 7, 2000 to the Field Museum of Chicago: exhibit

of the Dead Sea Scrolls.

February 2000

Promoted to Associate Professor of Humanities, for September 2000.

October 1999

Awarded a Dean's Initiative Grant for the following long-term Research Project: Research Relevant to Interpretation and the Study of Ancient Documents. Funding for the leasing of the Thesaurus Linguae Graecae, and the purchase of the Biblical software: Hermeneutika Greek/Hebrew CD-Rom.

COURSES TAUGHT

I teach all the philosophy, religion, and cultural history courses offered in the Humanities Area of Ferris State University, both in Honors College and to the regular student population: Cultural History I: Ancient to Baroque (HUMN 101), Cultural History II: Baroque to Modern (HUMN 102), Introduction to Philosophy (PHIL 115), Ethics (PHIL 216), Medical Ethics (PHIL 220), Comparative Religions (RELG 215), Western Religions (RELG 326), Eastern Religions (RELG 325), Mythology (HUMN 327), History of Ancient Western Philosophy, and Modern Philosophy, in our Philosophy Minor (PHIL 203 and 204), and Christianity (RELG 425). I am also the initiator for and coordinator of the FSU minor in Religious Studies.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Fall 2009

Teaching „Introduction to Ancient Greek“ II for professional/faculty development.

Teaching „Introduction to Ancient Greek“ III for professional/faculty development.

Winter 2009

Teaching „Introduction to Ancient Greek“ I for professional/faculty development.

Teaching „Introduction to Ancient Greek“ II for professional/faculty development.

Fall 2008

Teaching „Introduction to Ancient Greek“ II for professional/faculty development.

Winter 2008

Teaching „Introduction to Ancient Greek“ for professional development.

Fall 2007

Private tuition in Arabic language.

Winter 2006

Conference Attendance (Columbia University).

Fall 2005

Level 4 private tuition in Arabic language.

Summer 2005

Intensive Arabic language course and studies in Islam and Islamic Law at the Abu Nour Foundation in Damascus, Syria.

1999-2002

Latin Reading Group, Ferris State University (Faculty Development): the works of Latin writers and Latin historians, such as Caesar, Livy, and Tacitus in Latin.

TEACHING INITIATIVES

Since 1999, the Humanities Area of Ferris State University has been involved in developing the curriculum for, among others, an undergraduate degree program in Philosophy and Religion, and minor specializations such as Religious Studies, Philosophy, and Humanities, as well as a graduate MA program in Interdisciplinary Humanities. I have been centrally involved in developing these new programs and curricula, and am the point person for the minor in Religious Studies. My teaching initiatives have been primarily in the areas of Western Cultural History (Ancient-Modern), Comparative Religions, and the Christian Religion.

RELG 425: Christianity
 HUMN 525: The Ancient East
 PHIL/RELG 585: Topics in Philosophy and Religion
 RELG 215: Comparative Religions
 PHIL 203: History of Ancient Western Philosophy
 HUMN 327: Mythology. This class is regularly taught in the Honors College and as a regular college-wide offering.
 Study Abroad Initiative. HUMN 290:501: ISRAEL AS THE HOLYLAND; study abroad trip to Israel. (Summer 2002)
 Study Abroad Initiative. PHIL 290: **FACES OF FRANCE** Track II, (Topics in Philosophy: Philosophy in France); study abroad trip to France (Proposal)
WINTER 2008 & Winter 2009: HUMNH 290: Epic Traditions. (Course developed for the Honors College)
SUMMER 2008: Study Abroad. HUMN 290: Mythology of Greece and Italy; study abroad trip to Greece and Italy (May 9-24, 2008).
SUMMER 2009: Study Abroad. HUMN 390: Special Topics in Humanities, Philosophy, and Religion; study abroad trip to Italy and France (May 10-24, 2009).
SUMMER 2010: Study Abroad. HUMN 390: Special Topics in Humanities, Philosophy, and Religion; study abroad trip to Greece and Turkey (May, 2010).

UNIVERSITY SERVICE & ADMINISTRATIVE ACTIVITIES

I have extensive experience in university administration, including Area management, faculty representation, committee chairmanship, and sponsoring student activities.

Fall 2009

- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Area Representative to the Humanities Department Tenure Committee.
- Member of the Faculty Development Committee
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Faculty Student Advisor for Pre-Pharmacy

Winter 2009

- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Area Representative to the Humanities Department Tenure Committee.
- Member of the Faculty Development Committee
- Humanities Search Committee; tenure-track position search in general Humanities
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Independent Study: PHIL 397- Advanced Ethics
- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Faculty Student Advisor for Pre-Pharmacy

Fall 2008

- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Area Representative to the Humanities Department Tenure Committee.
- Member of the Faculty Development Committee
- Humanities Search Committee; tenure-track position search in general Humanities

- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Faculty Student Advisor for Pre-Pharmacy

Winter 2008

- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Area Representative to the Humanities Department Tenure Committee.
- Humanities Search Committee; tenure-track position search in general Humanities
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Faculty Student Advisor for Pre-Pharmacy

Fall 2007

- Area Representative to the Humanities Department Tenure Committee.
- Tenure Committee: Dr. John Gray
- Humanities Department Faculty Development Committee (replacement)
- Humanities Search Committee; tenure-track position in general Humanities for Fall 2008
- Coordinator: Religious Studies Minor
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Independent Study: HUMN 397- World Mythologies
- Faculty Sponsor for Student RSOs: Auctus (Pagan Society); Oni No Anime
- Social Work Portfolio Defense (External Panel) –Erin VandenBosch
- Faculty Student Advisor for Pre-Pharmacy

Winter 2007

- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Faculty Student Advisor for Pre-Pharmacy

Fall 2006

- Faculty Sponsor for Student RSOs: The Racquetball Club; Auctus (Pagan Society); The Free Spirit Society; Oni No Anime
- Tenure Committee: Dr. John Gray
- Coordinator: Religious Studies Minor
- Mentoring and assessing Junior and Adjunct Faculty (Humanities)
- Independent Study: HUMN 490- Religion in the Post-Industrial World
- Faculty Student Advisor for Pre-Pharmacy

Winter 2006

- Faculty Senate
- Humanities Search Committee
- Independent Study: HUMN 390- Topics in Comparative Religions
- Faculty Student Sponsor: The Racquetball Club; Earth Spirit
- Faculty Student Advisor

Fall 2005

- Faculty Senate
- Humanities Search Committee; tenure-track position in Philosophy/Medical Ethics for

Fall 2006

- Social Work Portfolio Defense (External Panel) –Jeffery Stapp
- Mentoring (assessing) Junior Faculty (Humanities; College Wide)
- Faculty Student Sponsor: The Racquetball Club; Earth Spirit
- Faculty Student Advisor

Winter 2005

- Faculty Senate; Secretary (to May 2005)
- Mentoring (assessing) Junior Faculty (Humanities)
- Faculty Student Sponsor: The Racquetball Club
- Faculty Student Sponsor and Mentor: The Philosophy Group
- Faculty Student Advisor
- Humanities Search Committee; tenure-track position in Philosophy/Medical Ethics for Fall 2005

Summer/Fall 2004

- Faculty Senate; Secretary (2004-2005)
- Mentoring (assessing) Junior Faculty (Humanities; College Wide)

Winter 2004

- Distinguished Faculty meetings with FSU President on the topic of FSU academics
- Faculty Senate
- Faculty Student Sponsor: The Racquetball Club
- Faculty Student Advisor
- Mentoring (assessing) Junior Faculty (Humanities)

Fall 2003

- Sabbatical – resigned as Secretary to the Faculty Senate

Fall 2002-Winter 2003

- Humanities Area Coordinator (2001-2003). Responsible for establishing semester teaching timetables, course offerings, meeting times and agenda, organizing and chairing appointment committees, and other management duties, including encouraging faculty teaching initiatives, e.g., teaching faculty how to initiate the paperwork for new courses (Environmental Ethics)
- Faculty Senate; Secretary (2002-2003)
- Faculty Senate Charter Review Committee (Winter 2003)
- Humanities Search Committee; two nine-month sabbatical replacement positions for Fall 2003 and Winter 2004: Chair
- Faculty Development Committee (Area Coordinators)
- International Advisory Committee
- Independent Study (Humn. 190) (Winter 2003): History, Philosophy and Literature from the Ancient Period (Greek & Roman)
- Independent Tutorial: Introductory Latin (Oxford Latin Course, Part I)
- Faculty Student Sponsor: The Pagan Society
- Faculty Student Sponsor: The Racquetball Club
- External Examiner for Social Work Portfolio Defense: April, 2003: Nicki Adams
- Faculty Student Advisor

Fall 2001-Winter 2002

- Humanities Area Coordinator (2001-2003).
- Humanities Search Committees (two temporary appointments): Chair
- Faculty Senate; Secretary (2001-2002)
- Gen Ed Cultural Enrichment Committee: Chair

- Faculty Development Committee (2001-2003)
- International Advisory Committee
- Faculty Student Sponsor: Capoeira Mandinga FSU (dissolved Winter 2002)
- Faculty Student Advisor

Fall 2000-Summer 2001

- Faculty Senate (Re-election; 2001-2003)
- Gen Ed Cultural Enrichment Committee: Chair
- University Planning Committee Cultural Enrichment Subcommittee: Co-Chair (2001)
- Faculty Student Advisor
- International Advisory Committee
- Student Organization Advisor for the Ferris Indian Student Association (year 2)
- Humanities Colloquium (Chair; College-wide; fourth year).

Fall 1999-Summer 2000

- Dean's Faculty Development for Arts & Sciences Curriculum – Curriculum Development Workshop #2 (June 2, 2000)
- Dean's Focus Group for FSU's Information Technology (IT) Committee (Tuesday, 2/22, 11:00 AM, in ASC 2082)
- Dean's luncheon/discussion of academic quality/integrity issues relevant to the Academic Senate. (February 21, 2000, Noon - 1:00, in ASC 3052J)
- Cultural Enrichment Committee (February 2000-; College Wide Committee; Chair)
- Senate Elections Sub-Committee (February 2000-; Chair: George Nagel)
- Humanities Colloquium (Chair; College-wide; Third year)
- Student Organization Advisor for the Ferris Indian Student Association
- Faculty Senate (2-year appointment)
- Humanities Department Ad Hoc Committee on Student Assessment of Instruction (October 1999). Chair: Dr. Bob Loesch
- Faculty Student Advisor

1999-1998

- Humanities Area Search Committees (1998-1999): Member of the Appointments Committee that, ultimately, would hire three full-time tenure-track faculty members, and one temporary (one-year) faculty member
- International Education Committee (University-wide; Second year: Committee was officially dissolved by vote into an international advisory committee in March 1999)
- Culture Enrichment Committee (College-wide; Second year)
- Humanities Colloquium (Co-Chair; College-wide; Second year).
- Faculty Student Advisor

1996-1995

- Secretary for the Pan-African Symposium on "Problematics of an African Philosophy: Twenty Years After (1976-1996)". Responsible for organizing the International Symposium on African Philosophy scheduled to take place in Addis Ababa in December 1996 under the Chairmanship of Professor Claude Sumner (Former Chairman of the Department of Philosophy, College of Social Sciences, Addis-Ababa University)
- Consulting editor for the re-edition of Claude Sumner's complete philosophical, theological and poetical works, currently being published by the Gelawdewos Foundation in Addis Ababa
- Consulting editor for the play Sheba's Doors, by Ariane Baghai, and especially for the Introduction, by Prof. Dr. Brigitta Benzing. A publication (printed in Ethiopia by United Printers) in cooperation with Goethe Institut, Addis Ababa, 1996

1995-1994

- Senior School representative to the PTA at Sandford School
- Form Tutor - Year 8

1993-1991

- University of Nevada-Reno: mentored a philosophical round table, a literary reading circle and workshop, and
- sponsored weekly public viewings of foreign language cinema through the Department of Foreign Languages & Literatures

Dr. John Scott Gray



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EDUCATION

1998-2003 Southern Illinois University, Carbondale, IL, Ph.D. Philosophy (2003)
1997-1999 Baylor University, Waco, TX, M.A. Philosophy (1999)
1992-1997 Furman University, Greenville, SC, B.A. Philosophy (1997), B.A.
Political Science (1997)

AREAS OF EXPERTISE

Areas of Specialization: Political and Social Philosophy, Ethics, Applied Ethics (Environmental, Business and Bioethics), Philosophy of Sexuality and Gender, Nietzsche

Areas of Competence: American Pragmatism, Logic, Philosophy of Religion.

DISSERTATION

The Principle of Justice as Fairness and the Permissibility of Same-Sex Marriage

Defended: April 8, 2003

Director: George Schedler

Committee Members: Kenneth Stickers, Robert Hahn, Genie Gatens-Robinson, Lisa Hollabaugh

RESEARCH AND TEACHING AWARDS

2009 Promoted to Associate Professor
2006-2008 FSU Humanities Faculty Development Grant (Three times)
2005 Who's Who Among America's Teachers
2003-2005 Southeastern Illinois College Professional Development Committee Research
Mini Grant (Three times)
2003 Graduate and Professional Student Council Award for Lifetime Achievement in
Service to Students, SIU at Carbondale
1998-2002 Departmental Teaching Assistantship, SIU at Carbondale
2000-2001 Star Award for Meritorious Teaching, Rend Lake College
2000-2001 S. Morris Eames Scholarship Award, SIU at Carbondale
1997-1998 Graduate Tuition and Stipend Fellowships, Baylor University
1996 Furman Advantage Teaching Assistantship, Furman University

PUBLICATIONS

Introduction to Popular Culture (with Randy Groves and Robert Quist), Dubuque, Iowa: Kendall
Hunt Publishing Company, 2011 (forthcoming)

"Playing Through? Considering the Status of Race and Sex in Golf," *Golf and Philosophy*,
University Press of Kentucky, 2009.

"I am What I Am: A Consideration of the Moral Status of Cylons," *Battlestar Galactica and Philosophy*, Open Court, 2008.

"Skepticism, Stoicism, and the Jeffersonian Model: Three Philosophical Responses to the Crisis in the Humanities," (with David Aiken and Grant Snider), *The International Journal of the Humanities*, Vol. 5, 2007.

"Booker T. Washington," *Encyclopedia of American Philosophy*, eds. John Lachs and Robert Talisse. New York: Routledge, 2007.

Editor, *Essays in Philosophy*, Vol. 8, No. 2 (on Civil Disobedience), June 2007.

"„Vote or Die, Bitch“ -- The Myth that Every Vote Counts and the Pitfalls of a Two-Party System," *South Park and Philosophy*, Blackwell, 2006.

"Not Knowing Your Partners: An Argument Concerning Sexuality Within The Original Position," *Review Journal of Political Philosophy*, Vol. 3, 2005.

"Getting the Lay of the Land: A Review of *Debates in Contemporary Political Philosophy: An Anthology*, edited by Matravers and Pike," *Essays in Philosophy*, Vol. 6, No. 2, June 2005.

"The Problem With the Technology of Time: Understanding the Ethics of Erazim Kohak's Concept of Authentic Time Through An Analysis of the Motion Picture *Cast Away*," *Essays in Philosophy*, Vol. 6, No. 1, January 2005.

"Rawls' Principle of Justice as Fairness and Its Application to the Issue of Same-Sex Marriage," *South African Journal of Philosophy*, Vol. 23, No. 2, 2004.

"Getting Beyond Homosexuality: Foucault and the Gay Life," *International Studies in Philosophy*, XXXV/1, 2003.

PAPERS BEING PREPARED FOR FUTURE PUBLICATION

"Hegel and the Family: Finding A Place for Same-Sex Marriage"

"The Ethics of a Home Schooled Religious Education: An Analysis of Spinoza and the Impact of Education on the Freedom of Religious Thought"

"Facebook and Friendship: How Computer Technology is Changing our Sense of Intimacy"

PAPERS PRESENTED

"Fishing and Golf: Getting in Touch with Nature," (virtual presentation), **Sport and Society: An International Conference**, University of British Columbia, Vancouver, Canada, March 8-10, 2010.

"You Shouldn't Do That: Ethical Questions and Answers for Pandemic Planning," **Caring for the Community: Preparing for an Influenza Pandemic**, Big Rapids, MI, September 21, 2009.

"The Logic of Being First: Time Requirements and Student Achievement on Logic Exams," **2009 Scholarship of Teaching and Learning Academy**, Eastern Michigan University, Ypsilanti, MI, May 18, 2009.

"John Dewey and Civil Disobedience," **Philosophy, Interpretation, and Culture (PIC)**

Conference, Binghamton, NY, April 26, 2008.

“Generating Voter Responsibility if Individual Votes Don’t Matter,” **34th Annual Conference on Value Inquiry**, Adrian College, Adrian, MI, April 14, 2007.

“The Re-Evolution of Business: New Duty or Business as Usual? Why the New Environmental Responsibility Movement Will Not Last,” **FSU Department of Humanities Colloquium Series**, Ferris State University, Big Rapids, MI, April 12, 2007.

“Nietzsche and an Analysis of Justice between Nations: New Europeans and the European Union,” **The Michigan Academy of Science, Arts, & Letters 2007 Annual Meeting**, Ferris State University, Big Rapids, MI, March 9, 2007.

“The Crisis in the Humanities: Skepticism and the Rattling of Cages in the New Millennium,” **International Symposium on New Directions in the Humanities**, Columbia University, New York, NY, February 24-26, 2007.

"Family Indoctrination and a Religious Education: An Analysis of Spinoza and the Impact of Home Schooling on the Freedom of Religious Thought," **North American Society for Social Philosophy's 23rd International Social Philosophy Conference**, University of Victoria, British Columbia, Canada, August 4, 2006.

“Same-Sex Marriage in Hegel’s Philosophy,” **Society for Philosophy in the Contemporary World Conference**, Western Carolina University at Cullowhee, NC, July 14, 2005.

“The Ethics of a Home Schooled Religious Education: An Analysis of Spinoza and the Impact of Education on the Freedom of Religious Thought,” **Philosophy, Interpretation, and Culture (PIC) Conference**, Binghamton, NY, April 22-23, 2005.

“Sexuality in the Original Position: Not Knowing Who Your Partners Are,” **32nd Value Inquiry Conference: Reason and Evaluation**, Baton Rouge, LA, April 8-10, 2005.

“Fact or Fairytale: Queer as Hollywood and the Building of the Queer Bubble,” with Jo Meyer, LCSW, **2005 GLBTQ Conference: Gender Difference and Cultural Resistance**, University of North Carolina Asheville, April 1, 2005.

“The Myth of the Same-Sex Marriage Revolution: Analyzing the Already Changing Face of Marriage,” **First International Conference on Politics and Ethics: An Interdisciplinary Exploration of Contemporary Issues**, University of Southern Mississippi, March 24-26, 2005.

“The Functionalist Position and Its Application to Same-Sex Marriage: the Problem of Determining the Marriage Function,” **Midsouth Philosophy Conference**, Memphis, TN, February 18-19, 2005.

“The Death Penalty in Hobbes’ Commonwealth: The Quest for Deterrence,” **The Georgia Political Science Association 2004 Convention**, Savannah, GA, November 11-14, 2004.

“Fact or Fairytale: Queer as Hollywood and the Building of the Queer Bubble,” with Jo Meyer, LCSW, **2004 Annual Meeting of the Popular Culture Association in the South/American Culture Association in the South**, New Orleans, LA, September 25, 2004.

“Understanding the Ethics of Erazim Kohak’s Concept of Authentic Time Through an Analysis of the Motion Picture *Cast Away*,” **2004 Annual Meeting of the Popular Culture Association in the South/American Culture Association in the South**, New Orleans, LA, September 24, 2004.

- “Understanding the Ethics of Erazim Kohak’s Concept of Authentic Time Through an Analysis of the Motion Picture *Cast Away*,” **Philosophy, Interpretation, and Culture (PIC) Conference**, Binghamton, NY, April 17, 2004.
- “Hegel and the Family: Finding A Place for Same-Sex Marriage,” **56th Annual Conference of the New Mexico/West Texas Philosophical Society**, San Antonio, TX, March 27, 2004.
- “Hegel and the Family: A Place for Same-Sex Marriage?” **Midsouth Philosophy Conference**, Memphis, TN, February 21, 2004.
- “John Rawls: Justice as Fairness and Same-Sex Marriage,” **The Georgia Political Science Association 2003 Convention: Consequences of Institutions and Cultures**, Pine Mountain, GA, November 15, 2003.
- “A Threat to the Family?: An Analysis of Robert Knight’s Argument Against Gay Marriage,” **Illinois Philosophical Association**, Normal, IL, November 7, 2003,
- “An Empty Threat? An Analysis of Robert Knight’s Attack on Gay Marriage,” **Midsouth Philosophy Conference**, Memphis, TN, February 22, 2003.
- “Getting Beyond Homosexuality: Foucault and the Gay Life,” **Philosophy, Interpretation, and Culture (PIC) Conference**, Binghamton, NY, April 20, 2002.
- “Plato and the Teaching of Philosophy: A Re-Thinking of Dialectic through a Re-Reading of his „Seventh Letter,“” **Midsouth Philosophy Conference**, Memphis, TN, Feb. 23, 2002.
- “Pre-Socratic Conceptions of Time: The Fragment of Anaximander,” **Agora**, Carbondale, IL, January 18, 2002.
- “Asserting Foucault’s Homosexuality: A Contradiction?,” **Midsouth Philosophy Conference**, Memphis, TN, February 24, 2001.
- “Mead and The Stream of Thought in „The Definition of the Psychological,“” **Agora**, Carbondale, IL, December 1, 2000.
- “Understanding Heidegger’s Vulgar Time: An Opportunity for Clarification through the Philosophy of Erazim Kohak,” **Midsouth Philosophy Conference**, Memphis, TN, February 25, 2000.
- “Heidegger’s Concept of Vulgar Time as Understood Through Erazim Kohak: An Opportunity for Clarification,” **Agora**, Carbondale, IL, October 22, 1999.
- “Nietzsche’s Political Thought: A Response to Martha Nussbaum,” **Agora**, Carbondale, IL, February 19, 1999.

INVITED PRESENTATIONS AND COMMENTARIES

- Invited Presentation -- “Sex and Race in Sports,” Muskegon Community College, Muskegon, MI, December 4, 2008.
- Invited Presentation -- “Sexuality in American Pop Culture,” Diverse Sexuality and Gender Alliance, Ferris State University, Big Rapids, MI, November 19, 2008.
- Invited Presentation -- “Discussing 1984 in 2007,” (with Cami Sanderson), Ferris State University,

Big Rapids, MI, October 2, 2007.

Invited Presentation -- "The Ways and Means of Creating a Corporate Ethics Policy,"
Leadership Conference, Winzler & Kelly Consulting Engineers, Eureka, CA, May 19, 06.

Invited Presentation -- "A Philosophical Examination of Arguments Against Same-Sex Marriage,"
HSU Philosophy Club, Humboldt State University, Arcata, CA, May 2, 2006.

Invited Presentation -- "Philosophy, Pop Culture, and the Changing Face of Hip-Hop," Ferris State
University, Big Rapids, MI, April 7, 2006.

Invited Presentation -- "Dreaming About Ray Charles: The Continual Over-Coming of Prejudice
in America," **SIC Film Club Presentation of "Ray,"** Southeastern Illinois College,
Harrisburg, IL, February 22, 2005.

Invited Presentation -- "Configuring Your Brain for a Brainstorm: Notes on Applying the
Brainstorm to In-Class Problems," **Student Support Services Seminar**, Southeastern Illinois
College, Harrisburg, IL, February 9, 2005.

Invited Presentation -- "Notes in the Classroom: A Student's Guide to Knowing What Is and Is
Not Important," **Student Support Services Seminar**, Southeastern Illinois College,
Harrisburg, IL, Nov. 3, 2004.

Invited Presentation -- "To Tell the Truth: Collins and Higgs on Truth in the Medical Profession,"
Southern Illinois University, Carbondale, IL, April 9, 2003.

Invited Presentation -- "Nietzsche's Re-Evaluation of Values: A Re-Examination," Southern
Illinois University, Carbondale, IL, Nov. 20, 2002.

Invited Presentation -- "The Use and Abuse of Informal Fallacies in Argument," Southern Illinois
University, Carbondale, IL, July 25, 2002.

Commentary -- "The Relevance of Leibniz's Religious Assertions: In Response to Mr. Brian
Hood," **Midsouth Philosophy Conference**, Memphis, TN, Feb. 23, 2002.

Invited Presentation -- "A Consideration of Affirmative Action: An Analysis of Pojman, Thomas
and Aleinikoff," Southern Illinois University, Carbondale, IL, Nov. 13 & 15, 2001.

Commentary -- "A Call for a Re-phrasing: A Commentary to Mr. Decker's essay „Naturalism in
Dewey's Political Theory: Explaining the Value of Democratic Practices,"" **Midsouth
Philosophy Conference**, Memphis, TN, Feb. 23, 2001.

Commentary -- "*Gelassenheit* as Releasement: A Response to Benjamin D. Crowe's
„Resoluteness Reconsidered in the Light of the Middle Voice,"" **Midsouth Philosophy
Conference**, Memphis, TN, Feb. 26, 2000.

TEACHING EXPERIENCE

FERRIS STATE UNIVERSITY AT BIG RAPIDS, MI (Fall 2006 to Present)

Assistant Professor -- Phil. 115 - Introduction to Philosophy (two sections)
Phil. 203 - Ancient Philosophy
Phil. 204 - Modern Philosophy (four sections)
Phil. 216 - Introduction to Ethics (four sections)
Phil. 217 - Introduction to Logic (six sections)

Phil. 220 - Ethics in Healthcare (ten sections)
Phil. 290 - Philosophy of Sex and Love (five sections)
Phil. 310 - Contemporary Philosophy
Phil. 320 - Bioethics (two sections)
Relg. 215 - Comparative Religions (four sections)
Survey 331 - Engineering Ethics (two sections)
Humanities 240 - Popular Culture
Humanities 290 - Race, Class and Gender in American Pop Culture
Independent Studies (nine) in Philosophy of Sex and Religion,
Advanced Studies in Gender, Sci-Fi and Philosophy, Existentialism,
Television as Philosophy, LSAT logic, John Locke, Plato, Advanced
Foundations of Ethics

HUMBOLDT STATE UNIVERSITY AT ARCATA, CA (Fall 2005 to Summer 2006)

Lecturer -- Phil. 100 - Logic (three sections)
Phil. 302 - Environmental Ethics
Phil. 304 - Philosophy of Sex and Love (four sections)
Phil. 499 - Directed Study on Nietzsche
Bus. 412 - Social Environment of Business -- Business Ethics
Bus. 480 - Selected Topics in Business -- Topics in Ethics
MBA 675 - Business Ethics

SOUTHEASTERN ILLINOIS COLLEGE AT HARRISBURG, IL (Spring 2003 to Summer 2005)

Instructor -- Phil. 221 - Fundamentals of Ethics (three sections)
Phil. 122 - Fundamentals of Logic (two sections)
Phil. 224 - Comparative Religions (seven, with three distance learning)
Phil. 280 - Special Topics (three): Philosophy of Christianity and the Bible (two sections); Philosophy of Sex and Gender
Phil. 121 - Introduction to Philosophy (eight standard sections, one distance learning, one Department of Corrections, and two online)
Phil. 260 - Social and Political Philosophy
Eng. 245 O - World Literature (online)
Eng. 246 O - Modern Literature (online)
Ind. 180 - Independent Studies (five) in Existentialism; Bertrand Russell; Philosophy of Law (twice); Aquinas and C. S. Lewis.

JOHN A. LOGAN COLLEGE AT CARTERVILLE, IL (Fall 2003 to Fall 2004)

Instructor -- Phil 111 - Ethics and Moral Problems
Phil 131 - Introduction to Philosophy
PSC 131 - Introduction to American Government

REND LAKE COLLEGE AT INA, IL (Summer 2000 to Spring 2001)

Instructor -- Poli. Sci. 1101 - State / Local Government (2 sections)
Poli. Sci. 2101 - American Political Theory (3 sections)
Phil. 2104 - Ethics

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE, IL (Fall 1998 to Fall 2002)

Instructor -- Phil. 210 - The American Mind
Phil. 102 - Introduction to Western Philosophy (two sections)
Teaching Assistant -- Logic (eleven sections), The American Mind (two sections), Intro to Philosophy (two sections) and Ethics (two sections)

NGS AND SEMINARS COMPLETED:

TRAINI

Spring 2010

Getting Students to Read Critically

Spring 2008	Ferris Connect
Fall 2007	Critical Thinking
Summer 2007	Writing in the Classroom

UNIVERSITY, DEPARTMENTAL AND PUBLIC SERVICE:

2008-2010	Humanities Representative to College Sabbatical Committee
2007-2010	General Education Learning Outcomes Committee
2007-2010	Humanities Representative to College Curriculum Committee
2007-2010	Humanities Department Curriculum Committee (Chair since Sept. 08)
2007-2010	Philosophy Minor and Pre-Science Adviser
2008-2009	Ethics Consultant and Project Participant for Caring for the Community: Preparing for an Influenza Pandemic (a Centers For Disease Control Grant ran through Spectrum Health Hospital of Grand Rapids, MI)
2007-2008	Canadian Lakes Players Vision Committee
2006-2010	Canadian Lakes Players
2005-2006	Assistant Little League Baseball Coach - Eureka, CA
2005-2006	Judge for Humboldt County Science Fair
2004-2005	SIC Strategic Planning Committee, Assigned to the Special Sub-Committee Regarding Core Values
2004-2005	Faculty Sponsor for SIC Film Club
2004-2005	SIC Faculty Judge for the 2005 Illinois Community College Trustees Association Paul Simon Essay Contest
2003-2005	Student Support Services Faculty Mentor - Southeastern IL College
2002-2003	University Graduate Council - SIUC
2002-2003	Graduate Council Subcommittee On Educational Policies - SIUC
2002-2003	Graduate Student Representative to University Library Affairs Council - SIUC
2002-2003	Member of the Executive Board, The Graduate and Professional Student Council - SIUC
2001-2003	Member of the Fee Allocation Board, The Graduate and Professional Student Council - SIUC
2001-2002	<i>Ad Hoc</i> Graduate Philosopher's Union Committees to Amend the Union's Operating Papers and to Examine the Teaching Pedagogy Course System
2000-2003	Philosophy Representative to The Graduate and Professional Student Council - SIUC
1999-2000	Chair of the <i>Ad Hoc</i> Graduate Philosopher's Union Committee to Examine the Preliminary Examination Procedure - SIUC
1999-2000	Academic Grievance Committee (Philosophy) - SIUC
1999-2000	Philosophy Department Graduate Library Committee - SIUC

PROFESSIONAL AFFILIATIONS

American Philosophical Association
 International Network of Philosophers of Education
 North American Nietzsche Society
 North American Society for Social Philosophy
 Society for the Advancement of American Philosophy
 William James Society

Vita

J. Randall Groves, M.A., M.A., PhD
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Ferris State Univ.
Big Rapids, MI 49307

Personal:

Place of Birth: Flint, MI
Date of Birth: October 16, 1956
Citizenship: USA

Education:

Ph.D in Philosophy: University of California at San Diego (UCSD), 1991.
M.A. in European History: UCSD, 1989.
M.A. in Philosophy, UCSD, 1987.
B.A. in Philosophy, Central Michigan University, 1979.

Areas of Specialization:

Comparative Civilizations, Philosophy of History, Philosophy of Mind, Medical Ethics

Teaching Experience:

Professor-Ferris State University, 1999-present
Associate Professor-Ferris State University, 1994-99.
Assistant Professor-Ferris State University, 1991-94.
Visiting Instructor-Idaho State University, 1990-91.
Visiting Instructor-Clarkson University, 1989-90.
Visiting Instructor-University of San Diego, 1987-88.

Awards and Honors:

Ferris State University Graduation Commencement Address, 2001.

Distinguished Teacher Award, 2000-2001.

Honors Convocation Address, Elon College, North Carolina, Fall 2000.

Courses Taught:

China and the Silk Road, Comparative Civilization., Comparative Religion, Eastern Religions, Western Religions, Sex and Violence in World Culture, Ethics and Professionalism in Technology, Global Popular Culture, Introduction to Humanities, Introduction to Philosophy, Logic, Ethics, Medical Ethics, Environmental Ethics, Philosophy of Mind, The Classical World, The Modern World, Ethical Theory, Nietzsche, Mythology, American Film, The Philosophy of Evil.

Publications:

“Memetics and the Musical Colonization of India and China,” *Journal of Indian Philosophy and Religion*. 2009.

“Chinese Mentality and Chinese Identity,” *Comparative Civilizations Review*, 2008.

“Daoism, Freedom and Jazz,” in *Interdisciplinary Humanities 2007*.

“Religion and War,” in *Religion and Politics*, ed. Chandana Chakrabarti and Joel Wilcox, Cambridge: Cambridge Scholar’s Press, 2006.

“Indian and Western Philosophy of Mind,” *Journal of Indian Philosophy and Religion*. 2005

“Interview with James Emery,” *Just Jazz Guitar Magazine*, November, 2003.

“History, Covering Laws, and Identity,” *The Insider*, May 2002.

“The Rise of Cultural Philosophy of History: Collins, Gress and Danto,” *The Insider*, May, 2001.

“India in Western Philosophy of History” *Journal of Indian Philosophy and Religion*, Vol.4, October 1999.

Introduction to Health Care Ethics, co-author with Raymond Edge, Del Mar Publishing, [revised 1999 (2nd edition) and 2004 (3rd edition)]

Introduction to Health Care Ethics, co-author with Raymond Edge, Del Mar Publishing, 1994.

Book Review: *Artificial Intelligence and Human Reason* by Joseph Rychlak, *Journal of Interdisciplinary Studies*, Vol. VIII No.1/2, 1996.

"The Ethics of Withdrawing and Withholding Life Support," *Advance for Respiratory Care Management*. Vol.3, Number 5, June 1994.

Conferences, Invited Presentations and Seminars:

“The Divine Ordinary: What the West can Learn from Chinese Philosophy,” Global Studies Conference, Busan, South Korea, 2010.

“Memetics and Globalization,” Asian Conference on the Arts and Humanities, Osaka, Japan, 2010.

“Memetics and the Humanities: A New Approach to the Irrational in Culture,” New Directions in the Humanities, Beijing, 2009

“Memetics and the Musical Colonization of India and China,” Interdisciplinary Conference for Indian Philosophy and Religion, Davis and Elkins College. 2009.

“The Memetics of Terror Rhetoric,” Bethany College Conference on War, Terror and Peace. November

15, 2007.

"Teaching Music in Humanities Courses," given at Aquinas College to the Humanities faculty. August 14, 2007.

"Chinese Mentality and Chinese Identity," 3rd Annual Hawaii International Conference on Arts and Humanities, Honolulu, January, 2005.

"The Aryan Hypothesis and Indian Identity," 3rd Annual Hawaii International Conference on Arts and Humanities, Honolulu, January, 2005

"Cultural Ontology and Historical Identity," International Society for the Study of Comparative Civilization, Fairbanks, Alaska, June 2004.

"Comparative Philosophy of Mind," American Philosophical Association Conference, Chicago, April 2004.

"History, Covering Laws and Identity," Social Science History Association Conference, Pittsburgh, October 2000.

The Muse of History: The Science of Culture, by Robert Carneiro, book review session. " Social Science History Association Conference, Pittsburgh, October 2000.

Social Transformations, by Stephen Sanderson, book review session. , Social Science History Association Conference, Pittsburgh, October 2000.

Conference Organizer and Chair, International Conference on Indian and Comparative Studies, Ferris State University, April 2-3, 2000.

"Methodology and Macrohistory: the Case of Cultural History," Social Science History Association Conference, Fort Worth, Texas, November 1999.

The Course of Human History, by Johan Goudsblom., book review session. Social Science History Association Conference, Fort Worth, Texas, November 1999.

"India in Western Philosophy of History," The Society for Indian Philosophy and Religion, Calcutta , India, August 1997

Participation in "Confucianism and Chinese Culture," Asian Studies Development Program, Colorado, 1996.

"The End of History and Environmentalism," Michigan Academy of Arts and Sciences, 1993.

"The Foundations of Environmental Ethics, Michigan Academy, 1992.

Participation in the Diversity and Multiculturalism Conference in New Orleans, 1994.