

## PROGRAM NAME AND HISTORY

As I laid out in the 2011 APR report, 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 general 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 traditionally fostered relationships with pre-graduate level programs (pre-law and pre-med, for example). The program requires six three credit courses, requiring two history of philosophy courses (Phil 203 and 204), a choice of one of two core courses (Phil 217 – Logic or Phil 216 – Ethics), and then three electives (which could include the other core course listed in the previous requirement).

Members of the philosophy faculty believe that 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 core skills that will help them become successful in any discipline. 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.

Unlike other more traditional philosophy programs, Ferris offers a diversity of faculty with unique philosophical points of view. Our faculty bring a complexity to discussion by being richly interdisciplinary, also teaching courses ranging from film, religious studies, women's studies and popular culture. According to our area webpage: "Philosophy, at its best, is a way of life, and our faculty live full and interesting lives: some are musicians, some play hockey, and some fly fish. Some travel extensively around the world.... In short, the Philosophy faculty at Ferris engage in the whole human condition, and they welcome students to join them." This diversity inspires a culture of collaboration, and the faculty share teaching duties across the curriculum, with beginning courses such as ethics and intro to philosophy being taught by different faculty semester to semester. Students, however, often find themselves drawn to a particular professor, and because of this some minors may complete the majority of their coursework under that instructor.

## PROGRAM MISSION

**FSU's Mission:** Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

**College of Arts and Sciences Mission:** College Mission - Through academic programs, general education, and outreach activities, the College of Arts and Sciences (CAS) provides a learning-centered education that prepares students to contribute to a complex and diverse world.

**Humanities Department Mission:** The Department of Humanities cultivates students' development of consciousness of self and society through reflection on how communication, history, humanities, and the arts are integral to a successful career, responsible citizenship, and lifelong learning." (The department is currently in the process of revising its mission and goals, so this section is subject to immediate revision)

**Philosophy Program Mission:** The Philosophy minor and its related courses prepare students to be more critical thinkers and reflective individuals in the workplace, in the polling booth, and in their private lives.

In our 2011 APR, we emphasized our belief that the offerings in Philosophy 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 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. These principles hold true in both our public and our private lives. A phrase that is featured on the brochure that we are developing for the minor perhaps states it best: Your major feeds your family; 'your minor feeds your soul.' 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.

The area and its members have taken part in the review of the department and college missions, and believe that our mission is clearly in line with their missions.

## PROGRAM GOALS

In our 2011 APR, we wrote of the need to emphasize philosophy's place across the curriculum and we tried to accomplish that in part by creating a new course in Applied Ethics (Phil 316), as well as the creation of an interdisciplinary committee to help oversee that course's mission. That course will soon be added to the minor check sheet. Another new course created since the last APR is Phil 350 (Special Topics in Philosophy). This course, created in 2012, rotates among the four philosophy instructors on a yearly basis. Courses offered under that banner include the Philosophy of Sport, the Philosophy of Mind, and Existentialism. For the spring of 2017, we hope to have a team taught study away course during spring break to New York City and Washington D.C. that focuses on Aesthetics. We have also seen two study abroad experiences attached to the Philosophy Minor, with a trip to Italy taking place summer 2014 and a trip this past summer to Italy, France and Spain. That six credit experience, conducted in coordination with the Art History minor, can count toward one third of the credits needed for the minor.

It is the goal of the Philosophy Minor Program to do a better job of making our minor seem more appropriate to a wider range of majors across the campus. Because the number of BA programs that require minors is stable or declining, we have to show other degree tracks the benefits of the study of philosophy. The program coordinator has been having informal talks with other programs (examples include: Music Industry Management and Computer Information Systems and Technology) about their perceived needs and the ways in which Philosophy coursework might help fulfill those needs. Another instructor has been working closely with the Psychology area to help create a version of our basic ethics course that directly connects to issues and cases within that discipline.

Students within the program feel its benefits in terms of better critical thinking and problem solving ability. In a survey of some of our minors conducted this spring, the six students unanimously agreed or strongly agreed that the minor helped them view, experience, think and perceive the world in new and significant ways. Furthermore, the students all agreed or strongly agreed that the philosophical course of study helped expand their self-awareness and enriched their lives.

In our 2011 report we talked about the need to diversify our course offerings. We have been successful in this regard, creating two new courses (mentioned above) as well as a study abroad offering as a core part of our advising for minors. This increased our number of non-honors or non-independent study courses in the Ferris catalog to 13, which still lags behind peer institutions such as Central Michigan, which currently lists 18 courses in Philosophy. One of our Philosophy minor's main goals for the next five years includes expanding the offerings of our minor, in collaboration with other departments on campus. We have plans to offer two new courses in the next three years (Eastern Philosophy and Aesthetics), the former course having been requested multiple times by students in our focus group and the latter which would be of value to programs such as Art History, Music Industry Management and Graphic Design. We also see a place for a course in Environmental Ethics or the Philosophy of Science in

collaboration with our friends in the sciences, and we hope to continue to slowly and deliberately increase the diversity of our offerings.

Another concern that came up in our 2011 APR was raised by students about the advising of the 203/204 core history sequence, which we allow students to take in whatever order they choose. Some students remarked that taking those courses in reverse order undermined their success in those courses, even though neither course requires prior philosophical study. Now that we are trying to advise that students take them in chronological order, we have seen less concerns about the issue. The minor advisor is also more willing to complete substitutions for courses that meet the core outcomes of these two core courses, so that they do not serve as a barrier to graduation. For example, the contemporary philosophy course (Phil 310), which draws on and continues the themes of the modern philosophy course (Phil 204), has served as a substitute for multiple students. We have also allowed part of the study abroad experience to serve as a substitute for modern philosophy, as some of the readings tied to that experience are covered in both courses. This flexibility has helped to ease student's path to graduation. As a minor, we recognize that a student's first responsibility is to their major and its requirements, and we want to remain mindful of that fact.

When thinking about goals for the program moving forward, our students gave some avenues for improvement in both the 2013 and 2015 focus groups. When asked about strengths, weaknesses, and suggestions for improvement, we in particular asked the students: "Are you satisfied with the education you have received from the Philosophy Program?" The students routinely expressed their satisfaction with the program. While they were as a group very positive about their experiences, especially in terms of their experiences with the program faculty, they did suggest a few areas where they believe the program merits enhancement:

- They like the current professors, but feel there are too few.
- They like the current courses, but feel the need for splitting some, especially PHIL 203, which tries to cover both Ancient and Medieval Philosophy.
- They like the current courses, but they feel the need for additional diverse offerings, especially in non-Western philosophy. They liked the diversity of topics provided by the PHIL 350 variable topics course yet wish it was offered more often.
- They like the minor, but wish FSU also offered a major in Philosophy
- Many students noted a lack of advertising or promotion by FSU of the Philosophy Minor, stating that it was not until they were enrolled in a Philosophy course that they actually learned that a minor existed.

2013 Quotations:

"I think improvement could be made in making a major program instead of just the minor."

"I would like to see an advanced logic course."

"I do think a philosophy student group would be fantastic."

"My philosophy teachers have been the best teachers that I have had at Ferris."

"with the philosophy classes you have more than just a lecturer, you have a true educator."

"With my philosophy classes I've seen that this is what education should be like. This is what I've hoped for in college."

"I think that all of the classes I have taken have improved my life. I think what's being taught is a strength because it relates to people's lives.

"Maybe splitting it [PHIL 203] into two classes rather than just covering it all in just one."

"more professors who can handle the case load"

"I would probably major in philosophy if we had that major. Or at least dual major."

"add more professors"

"keep the philosophy 350 where they change topics because that gives the diversity that we don't normally get."

"Advertise not only the philosophy course but also the humanities department as much as pharmacy is advertised so that people will actually want to come here and take the courses more."

"I really wish more people really knew about it"

"More funding"

"If there is one that we could ask the faculty is to have one of the administrators in charge of funding distribution sit in one of the classes and actually experience the value of the courses. Because when you actually experience it for yourself you would definitely be pushing it."

#### 2015 Quotations:

"Ferris should make a philosophy major to attract a wider group of students, and more courses could be developed to widen the spectrum even more."

"I second the idea of creating a philosophy major . . . it would be nice to be able to split [the courses] them up with more classes. . . I'm happy with what they have, but I would like to see more."

"I like how the 350's are very professor-oriented. I wish that we had those more and a larger staff to allow that to happen."

"Strengths of the program would first and foremost be the professors because they know their stuff. . . One of the weaknesses I would say is the fact that there are only three or four of them."

"I like the variety of the classes, but like the 350-level courses are only offered one semester"

"I do agree with everyone else and think we need more variety of courses."

"There isn't a lot of advertising for the philosophy program"

"I didn't even know there was a philosophy minor. Advertising is really important and they need more of that."

"All philosophy professors are great and they are great at what they do. . . It would be nice to get more people in the classes who are actually interested in the minor."

While there are no plans in the short term to create a major, we do encourage students to seek out the Integrated Studies program to construct a curriculum that works for their goals. We have taken the marketing suggestion to heart, and are in the process of developing a one page tri-fold brochure that introduces the program. We have also requested an additional tenure-track hire that would primarily cover our growing ethics needs, but plan on having as a secondary skill in that job offering additional competency in Eastern Philosophy, African Philosophy, Latin American Philosophy, Judaic Philosophy, or the Philosophy of Race to add some diversity to our offerings. There are no plans to split the 203 course into two sections, although I would not be surprised if a faculty member chooses to use the special topics course to focus on a particular philosopher or movement within the 203 course. Also, advanced courses in logic have been offered as independent studies.

We do not have a formal strategic plan, but prefer to let our minor evolve in an organic manner, and this has proven successful in creating an atmosphere of openness and inquiry. This also allows us to respond quickly and directly to students concerns such as the ones raised above. With these comments in mind for the creation of goals moving forward, we hope to become more active in advertising the value of philosophy courses and our minor by using tools like the new brochure mentioned above. We also need to do a better job of staying connected with our minors after they graduate, and we have created a Facebook page for minors and alumni to stay connected. That group, which is only weeks old, already has over fifty members.

In terms of lifelong learning, students in our focus group reported that their experiences with Philosophy excited them about life-long learning. They stated that their love of ideas, their curiosity toward the beliefs of other people, and their own self-knowledge were important elements to living satisfying lives. Finally, students noted that the critical thinking and writing skills emphasized in their philosophy courses would serve them well no matter which directions they took in life. It is our goal to continue fostering this *ethos* moving forward.

## CURRICULUM

In our 2011 APR report we talked about the desire to create a new major in Philosophy and Religious Studies, joining forces with the religious studies minor, another minor in our department with which we already shared numerous minor course electives. We even completed and had approved a PCAF toward this goal. Shortly after the approved PCAF, however, a new Dean took over leadership of our college who expressed an interest in new, innovative and brandable majors that were different from other offerings in the geographical area. There was certainly nothing new or innovative about a major in Philosophy, so we withdrew the proposal, choosing instead to redirect our energies toward the minor itself as well as pursuing other avenues down the road, including a four course certificate in ethics that we hope to offer in the next 18-24 months.

The move toward the Ethics certificate seems to be in line with a general push toward more focused areas of study that give students a strong addition to their resume with limited increased debt or time to degree. In a survey this year conducted in two sections of our Introduction to Ethics course, we found that nearly one third of the students in that class were interested in the possibility of earning that certificate. The reasons offered for this interest included professional benefits, competitiveness on the job market, or as part of a push to be attractive to graduate programs down the road.

As we already stated, we have attempted to respond to student concerns about having a more diverse set of electives by creating a Special Topics in Philosophy course (Phil. 350) that allows the faculty to offer newer courses more in line with student interests. We have also seen the study abroad program become a larger part of a minor's selection process, with no minors going on the trip in 2014 but seven going in 2016, with each student earning six credits toward the minor. We also saw the creation of an Applied Ethics course (Phil 316) and have two other new courses in development – a course in Eastern Philosophy and a course in Aesthetics (which hopefully would count toward both minors in Philosophy or Art History).

In terms of the evaluation of program policies, we primarily use the focus group of our minors, as well as the casual conversations with students that occur on a regular basis to guide us. These conversations sometimes lead to Special Topics courses (Philosophy of Mind) or in independent studies (including ones taught on topics ranging from advanced logic to gender in media).

As a minor, we do not involve ourselves in the General Education conversations that our students have with their major advisors, beyond pointing out that we can help fulfill Culture, REG and Global requirements in the current system. That being said, Philosophy faculty remain active in the development of general education, with one member serving on the University General Education Committee as well as acting as chair of the Cultural Enrichment Committee. The area helped contribute to the formulation of the new Cultural Enrichment outcomes that will be coming online in 2017.

As for our advising, we try to approach students in our intro sections as quickly as we can about the strengths of the minor, and encourage them to meet with the minor advisor to plan out their coursework. In particular, we have responded to student feedback and have now begun telling students the importance of taking 203 before 204 (several students leading up to the 2011 report encouraged us to do this – before we simply left the students to take both classes in whatever order would fit into their schedules). This is an excellent example of the APR process leading to a specific change that has improved the student experience within our program.

We are attaching a copy of the minor check sheet as well as syllabi in our core history of philosophy sequence (Phil 203 and 204).



## ASSESSMENT OF STUDENT LEARNING

One of our core goals is to stay committed to the core outcomes of our 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.

These outcomes were originally created during the 2008-2009 school year. The initial draft was completed by John Scott Gray and Amanda Karel (then a member of the Communication Area at Ferris State) and distributed to the rest of the Humanities Area, as well as to then Department Head Grant Snider for feedback. That feedback led to the outcomes found above. These goals were reviewed in 2016, and it is an emphasis on developing the fifth outcome that is in part leading to our request for a new tenure track hire, as well as the pursuance of a certificate in ethical reasoning. 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 is essential. Surveys of students in the minor seem to indicate that the students feel that these outcomes are being achieved. As demand for our courses, particularly ethics, grows, we will need another faculty hire to help us maintain these standards.

A fundamental goal of the minor is to stay true to its central outcomes. When it comes to achieving the core outcomes of the minor, the 2013 Focus Group provided some helpful information. On three of the five outcomes, all students rated their ability as "High" (Ability to critically examine social and cultural presuppositions; Ability to understand yourself; and, Ability to examine peoples' actions and interactions). Seven students said their ability was average, and five said "high to middle" for their "Ability to understand the development of western philosophy and the meaning behind these ideas."

The responses to one learning outcome are worth exploring in more depth. When students were asked to rate their ability to "examine philosophical conceptions of ethical existence and responsible citizenship," two students rated their ability as Exceptional, four students rated it as

High, and the remainder rated their ability as Medium. In their comments, some students were not sure what to make of the phrasing “responsible citizen.” The Philosophy Minor Program may need to evaluate the phrasing of that outcome, or they may need to think about how the concept is manifest in courses, or a combination of the two.

The Philosophy program has two main ways of assessing student learning within the minor. First, we collect student work from our minors and keep a file portfolio of their work. Reviews of these files show a marked increase in depth of thoughtfulness, an increased polish in their writing, and clearer arguments nearly across the board. Second, we conduct focus groups of our minors every two years. In these groups, we ask students to self-identify what they have learned during their time in our classes. Students report that they learned how to write, how to think critically, how to listen to and withhold judgment on views that differed from their own, how to debate, how to be open-minded, how to know themselves, and how to respect others. Focus group quotations included:

2013 Quotations:

“Philosophy has taught me how to write papers better than English has.”

“You’re able to debate topics and not each other.”

“Being able to know myself would probably be the most important thing I’ve learned in any of these courses.”

“the ability to give credence to ideas that are a little bit outside your normal or the social normal and being able to adapt to those ideas.”

“Being comfortable with someone who completely disagrees with you.”

2015 Quotations:

“Listening to an argument without taking a side.”

“critically analyze their thoughts.”

“I’m probably happier when reading philosophy.”

“to find out a little bit more about yourself”

When asked which philosophy course in particular helped them learn these skills, there did not seem to be one single course that dominated this response. In fact, students offered a wide range of courses: Ethics, Ancient and Medieval, Sex and Love, The Good Life, Existentialism, Philosophy of Mind, and Social and Political Philosophy. This indicates that these skills are being touched on across our curriculum.

While Philosophy minors come from many majors, comments in the focus group indicated an especially positive influence on those minors who are majoring in Psychology. Those students talked in the focus group about their plans to advance to graduate school, and they felt their background in Philosophy provided excellent preparation and would make them a more interesting graduate student or counselor.

At the course level, not enough is done to precisely evaluate the achievement of course outcomes. Some courses, such as Phil 217 (Logic) and Phil 204 (Modern Philosophy) periodically use pre-test/post-test analysis to measure the achievement of some outcomes, but the area does not do enough to effectively use that data at this time. Other courses combine the

assessment of outcomes into standard course assignments, and written samples of some of these assignments are placed into the student's portfolio. One example of this comes from Phil 218 (the Philosophy of Sex and Love). That course gives students an in-class assignment the first week of the semester that asks them to define love. After spending fourteen additional weeks thinking about the issue as well as its connection to other themes in the course (sex, perversion, marriage, same-sex relationships, pornography, etc.) they oftentimes are asked to write an essay during the final exam period that calls on them to:

*"critically examine your own statement regarding love, being sure to point out areas that might deserve closer scrutiny or examination. What questions would you ask yourself to try and get a clearer understanding of the concept? Be sure to make reference to specific relevant points from class (both from our readings directly involving the discussion of love as well as from other readings). Are there any parts of your statement that you would re-write given the events of the last fifteen weeks? If so what are those points, and if not, why not?"*

Another indicator of student learning may be found in a recent survey we conducted of students in our two sections of Introduction to Philosophy this past spring. That survey found that only 8.2% of students took Intro because of a prior interest in philosophy (a sure sign that increased marketing of the minor may pay serious dividends). Having completed that course, however, 89.6% of students said that they agreed or strongly agreed that what they learned exceeded their expectations. The same percentage agreed or strongly agreed that the course helped them grow as individuals, and 85.1% believed that they would be able to apply the tools learned in the course to their lives in the future.

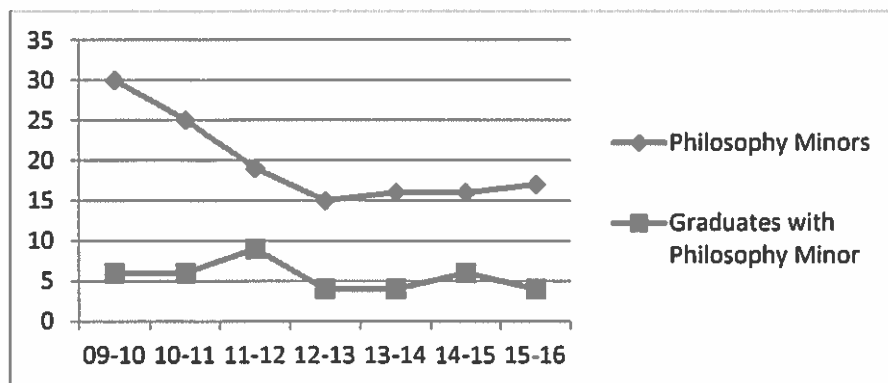
## PROGRAM PROFILE

- *Enrollment*

Enrollment in the Philosophy Minor has steadily increased since the 2012-2013 academic year. The decline in the number of minors between the 2009-2010 and 2011-2012 academic years is due in part to the retirement of Dr. David Aiken in 2011, who served as the first program coordinator when the minor was developed in 2005-2006 and was beloved by many of his students. Dr. John Scott Gray and Dr. Grant Snider have worked to promote the minor and their efforts are shown not only in the growing number of minors but also in the higher ratio of number of minors to the number of students completing the minor. These numbers also do not reflect students who have declared the minor but are currently in Associates programs that do not allow that minor to become official.

The Philosophy minor attracts students from all the colleges. The College of Arts and Sciences Psychology students make up the majority of minors. Other Philosophy minors frequently major in various health care professions, Criminal Justice, and Computer Information Systems.

**Philosophy Minor Enrollment – 7 Years**



The efficiency numbers located below include both Philosophy and Religion courses because study in both disciplines is allowed to complete the minor. Using the efficiencies from the last five years indicate program growth is limited to approximately 20-25 minors. This is due to draw of the courses as general education courses, as well as numerous majors and minors which strongly suggest the courses as electives and the eight bachelor programs which require PHIL or RELG courses. However, beginning Fall 2016 the Nursing Pre-Licensure (SNUR) program will use PHIL 220 *Ethics in Health Care* or PHIL 320 *Biomedical Ethics* as a program requirement. It is estimated that the online program will attract 150 new students annually. With this additional demand for online sections it is imperative the department hires another Tenure-track Philosophy Assistant Professor.

**Philosophy and Religion Course Efficiencies – 5 years**

	2011	2012	2013	2014	2015	2016
Summer	79%	73%	84%	73%	90%	80%
Fall	96%	94%	101%	99%	99%	90%
Spring	99%	94%	101%	102%	94%	98%

- *Student Credit Hours & Productivity*

Student credit hours and productivity numbers were figured using university supplied data for both Philosophy and Religion courses. The Philosophy Minor program courses consistently outperform the university's academic year average.

**Philosophy and Religion Course SCH and Productivity**

<b>2009-2010 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer 09	404	318.11
Fall 09	1140	281.48
Spring 10	1041	274.61
Fall + Spring	2181	556.09
Fall + Spring University Avg		453.69

<b>2010-2011 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	516	286.66
Fall	1191	294.07
Spring	1311	288.13
Fall + Spring	2502	582.2
Fall + Spring University Avg		466.28

<b>2011-2012 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	507	225.33
Fall	1104	267.31
Spring	1326	275.68
Fall + Spring	2430	542.99
Fall + Spring University Avg		454.51

<b>2012-2013 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	405	231.43
Fall	1226	277.38
Spring	1098	274.5
Fall + Spring	2324	551.88
Fall + Spring University Avg		462.53

<b>2013-2014 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	372	186
Fall	996	318.21
Spring	1146	335.09
Fall + Spring	2142	653.3
Fall + Spring University Avg		469.11

<b>2014-2015 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	247	197.6
Fall	873	291
Spring	1093	291.47
Fall + Spring	1966	582.47
Fall + Spring University Avg		460.26

<b>2015-2016 Academic Year</b>		
<i>Semester</i>	<i>SCH</i>	<i>Productivity</i>
Summer	243	243
Fall	1167	291.75
Spring	1098	292.8
Fall + Spring	2265	584.55
Fall + Spring University Avg		Not available

More detailed information about the breakdown of student demographics is not readily available for our minor.

## PROGRAM VALUE BEYOND PRODUCTIVITY AND ENROLLMENT NUMBERS

The Philosophy Minor offers value to Ferris State University beyond business measures of productivity. First of all, the minor offers a unique pairing for students majoring in professional programs. In any competitive job market or graduate school market, students who can demonstrate that they have broad intellectual interests and/or finely honed critical thinking skills (both a direct product of taking courses in philosophy) will have an edge over students who have remained narrowly focused on their professional preparation. The minor has served students majoring in or seeking advanced degrees in computer systems, social work, psychology, criminal justice, nursing and law.

The value of pairing philosophy courses or the minor with professional programs happens at many levels. For example, PHIL 320: Biomedical Ethics is a course that attracts many students in Nursing, Dental Hygiene, Radiography, and other health related programs. These students, many of whom already are working in professional settings, note how the course helps enhance their professional experiences and understanding—a few students even sit on ethics boards at health facilities and they have reported to the professor that the course really helped give them broader perspectives. The same could be said for other Philosophy classes required by programs like Computer Information Technology, Confirmation Information Systems, Pre-Diagnostic Medical Sonography, and Public Health.

The program also offers value to those students at Ferris State University who are looking for more traditional degrees or courses. While Ferris offers many pre-professional and professional degrees to students, it seems to offer far less to students who are seeking more traditional academic paths. It may be true that fewer students seek this path these days; however, Ferris can still make an effort to attract this small market. The minor, to be sure, can help add value to recruitment, if at the very least to augment our professional offerings. Any bump in enrollment for the program, given its low cost to maintain, could impact productivity in its narrow sense. As a student in our 2013 focus group noted, “With my philosophy classes, I’ve seen that this is what education should be like. This is what I’ve hoped for in college.” Indeed, many students have noted that they would at least consider enrolling in a major in philosophy if we offered one (one student actually transferred to another school because we did not offer such a degree.) Clearly, the minor is offering value to students who have a special interest in the discipline, even if they did not know of philosophy’s existence before taking their first course.

Recently, the Philosophy Program has teamed with the Psychology Program to create a living-learning community, where a cohort of incoming Psychology majors would live in the same dorm and take the same two courses in the fall: Intro to Psychology (Psych 150) and Ethics (Phil 216). The two disciplines historically have shared similar interests (Philosophy of Mind, for example) and it was felt that both programs would benefit from a sustained relationship. (Many Philosophy Minors actually major in Psychology). The pilot for this collaboration was scheduled to begin this fall (2016), but due to some logistical issues, it will be put off until next year. Again,

this collaboration shows that the Philosophy Minor actively seeks collaborations that can add value to other programs on campus.

The philosophy faculty add value by supporting the work of other faculty. Philosophy faculty routinely visit Sports Communication classes to discuss the “philosophy of sport,” and they give guest lectures for HUMN 100: Intro to the Humanities. One philosophy faculty member has also teamed up with an Art History faculty member to lead study abroad trips, helping to add complexity and breadth to the travel courses.

Perhaps the most important values of all that comes from the minor is self-knowledge and the love of learning. As one student wrote: “Being able to know myself would probably be the most important thing I’ve learned in any of these classes.” Other comments offered this past spring from some of our minors about the value that the minor adds to their lives included:

- Learning about the different motives and goals that people have in life. This understanding will help me connect with patients on a deeper level as a physician.
- Philosophy supplements any major, and situation, really. I like taking part in class discussions and pondering the questions of life that so many others have but not many others put the time in answering.
- A better understanding of how to think about problems and attempt to solve them.
- Having a minor in Philosophy has allowed me to think in new and creative ways in my everyday life as well as my academic and professional career. It has without a doubt improved my personal life and allowed me to be more open to new perspectives as well as critical when needed
- Extremely relevant information that embodies higher education. I learned more about reading and writing than any English course I have ever taken. Forces perceptive and insight on students that help them think, act, and understand in a myriad of different ways.



## PROGRAM FLEXIBILITY AND ACCESS

The Philosophy Minor makes extra efforts to be flexible and accessible to as many students as possible, and it works hard to help students complete the minor in a timely fashion, especially working with the often heavy curriculum demands of the students' majors.

In terms of reaching "the largest number of potential students," the Philosophy Minor faces the same challenges of most minors in the College of Arts and Sciences. It's difficult to seem "accessible" to students when they do not even know the minor exists. Several students in both the 2013 and 2105 focus groups reported that they were unaware that a philosophy minor existed until they were enrolled in a philosophy course where the faculty member discussed it. As one student put it, "advertise not only the philosophy courses but also the humanities department as much as pharmacy is advertised so that people will actually want to come here and take the courses more." And from another student, "I didn't even know there was a philosophy minor. Advertising is really important and they need more of it." And yet another, "I found out about it when I met with my advisor and found that the classes overlapped well with my social work major."

Of course, once students are in the program, every effort is made to ensure they make timely progress toward degree completion. The program is now creating, thanks in part to the leadership of the department chair, a fairly extensive projection of future course offerings so the minors can work with their major advisors to schedule efficiently. Of course, the faculty routinely offers independent study options and course substitutions. While no courses are currently offered at off-site locations, a few electives are available in on-line formats: PHIL 320: Biomedical Ethics, RELG 325: Eastern Religions, and RELG 326: Western Religions.

The program also tries to minimize requirements and prerequisites, providing students with as much flexibility as possible. There are only two required courses (PHIL 203: Ancient and Medieval Philosophy, offered in the fall, and PHIL 204: Modern Philosophy, offered in the spring), and students may select either PHIL 216: Ethics (offered fall and spring) or PHIL 217: Logic (offered fall), depending upon their interests and scheduling needs. To add even greater flexibility to the program, students may use certain study abroad courses in the summer to count toward the minor. Moreover, the program has created a course that can be used as an elective, PHIL 350: Variable Topics in Philosophy. This course adds another way students may take 300-level philosophy courses needed for electives in the minor. No PHIL course is a prerequisite for another. Thus, any PHIL course may serve as an "entry point" for the program. Still, most students seem to take interest in the minor after having taken PHIL 115 or PHIL 216.

## VISIBILITY AND DISTINCTIVENESS

**Visibility:** Our Minor in Philosophy program has an appropriate place on the Ferris campus. Some students are not aware of the discipline, and some students are aware of our courses but not the minor itself, yet those who become interested may pursue the minor in philosophy. Every once in a while a student decides to go further with philosophy, with three or four achieving graduate degrees in philosophy itself. Given our student body, that is probably an appropriate number. Our primary function is to provide general education to majors in career oriented fields, but because Ferris' faculty is so strong in philosophy (compared to comparable schools) it makes sense to offer a minor to those who become interested as a result. Our strength is partly in the fact that the faculty are well-versed in other areas that make it easier to establish a connection with our students, such as interests in popular culture, the outdoors, music and sports. Many of our faculty feel no need to market except to make sure the student body is aware of our program and our courses. In fact, proselytizing for philosophy minors from the general student population would probably produce poor results, for the discipline is certainly not the best fit for everyone.

**Distinctiveness:** While the department is more concerned with being academically sound than distinctive, the Ferris philosophy faculty have created a program with a bit of distinctiveness. With popular courses like "Sex and Love," "the Philosophy of Mind," and "the Good Life" we go beyond our solid core of ethics, logic and the history of philosophy in a manner that seems to register deeply with our students. Our overall purpose is to provide good opportunities for Ferris students to open their minds to philosophical ideas. We also have regular study abroad courses in philosophy, which is not typical.

**Competitive Advantage:** it is unlikely any student will choose Ferris over any other college because of its philosophy minor. While the program is quite sound and the professors enthusiastic and good teachers, that is unlikely to register with any student or parent looking at Ferris and choosing against other colleges. If the question is the comparative quality of these programs, that would be a difficult question to answer. Michigan Tech has a narrower aim on ethics, while our program stretches the breadth of the field. Which approach is better? Good arguments can be made both ways. Ethics programs provide a tighter focus, one which might give the student a specific skill to be employed on ethics committees on which they may find themselves. Our current approach aims at cultural enrichment across a broader range of philosophies, and we feel that the creation of a certificate in ethics would not interfere with that mission, and would give us the best of both worlds.

**Competing Programs:** Michigan Technological University probably has the program closest to ours. They have a philosophy minor that focuses on ethics. Another comparable school, Kettering Institute, has philosophy courses, but no minor. Clarkson University in Potsdam NY has philosophy faculty and is also a technical and career-oriented school, but they also have no minor. The primary advantage we see in comparison to other schools is that we are able to offer a philosophy minor at an otherwise career oriented university. Besides that, our program helps those students from a wide range of majors be able to market themselves as critical thinkers and problem solvers because of our coursework.

**Number of courses:** at Ferris we have Intro to Philosophy, Logic, Ethics, Healthcare Ethics, Medical Ethics, Applied Ethics, Ancient Philosophy, Modern Philosophy, Political and Social

Philosophy, Special Topics in Philosophy, Contemporary Philosophy, Philosophy of Sex and Love, and Feminist and Gender Theory. We also allow some religious studies courses to count toward our minor. While many universities of our type have Intro, Logic and Ethics courses, not so many have solid offerings in the History of Philosophy, which is regarded as the core of an education in philosophy, or a rigorous course in the philosophy of mind (taught as a Special Topics course). Other topics offered in this course including Philosophy of Sport and the Good Life. We are very close to having an acceptable number of courses for a major, so this makes our minor a very strong one with room to grow into a major if we so choose. And even though this is our strength, we are planning to add even more courses, such as Eastern Philosophy (cross-listed with religion) and Aesthetics (hopefully counting toward the Art History minor).

**Emulation:** if there is any idea we see in similar programs that we could use, it is the idea of an ethics minor or certificate. They are becoming popular additions to majors in other programs since more and more occupations are becoming more self-conscious about ethical practice. Our procedure is to keep aware of what similar colleges are doing with their philosophy minors. In this report we chose Michigan Tech, Clarkson University in NY, and Kettering Institute. In our next report we will look again at these plus three more.

**Preeminent Program:** It is unclear whether a Minor program at a career-oriented university could or should hope to become a preeminent program. There are surely hundreds of philosophy minor programs at career colleges, but I doubt that any rise above the pack in any significant way given their modest goals. That being said, we are better than all those that do not have a minor, and probably do as well as any philosophy minor in a college like Ferris, and quite possibly better. Without internal studies from other similar universities, we are unlikely to find enough information for a thorough comparison.

## DEMAND

Demand for the program and its graduates is challenging to measure. Students enrolled in the minor likely chose Ferris State University because of their major. It is clear from the focus groups that students are pleased with the minor and they would enroll again “if they had to do it over again.” When asked in the focus group how they talk about the program with others, a student said, “It’s fantastic. I brag about it to everyone, even with internships.” While the program has not gathered much hard data on how alumni feel about the program, it is clear through informal conversations with graduates that they continue to think fondly of the program and its faculty.

Gauging market demand for the minor, given the wide variety of the majors who are enrolled in the minor, presents a challenge. In other words, our students might move on to graduate programs in social work, counselling, or psychology. They might go to law school or business school. A few of them might continue in philosophy. Of course, each of those disciplines will see different levels of demand. While the jobs that work narrowly with the content of philosophy are fairly limited to those who become teachers of philosophy, the skills at the core of our courses are in very high demand across many graduate programs and by many professions. Take critical thinking and communication skills as examples. Our courses offer in one place perhaps the most intense focus on critical and open thinking, careful writing, problem solving, and effective oral communication—those are the main instruments or tools of the discipline, whether students are studying logic, ethics or the good life.

Student comments include:

- “I’ve learned to write better, and I want to be a writer.”
- “Personally philosophy has taught me how to write papers better than English has. And how to argue or counter argue a point. How to defend your own point. It’s definitely taught me how to write papers and argue more than any other class.”
- “Having ability to share your thoughts accurately and being able to convey what you’re trying to think. . . .You’re able to debate topics and not each other.”
- “I want to do clinical psychology with a focus on forensics, so the philosophy there is really going to help how I address situations I’m going to be in, what type of individuals I am going to be assessing, how will these different patterns of thinking that I’ve learned help influence the individuals I will be coming in contact with and trying to help.”

Many premier institutions of higher education recognize the demand for and the importance of training in the humanities in general and philosophy in particular. In 2014, the *Boston Globe* reported on MIT’s view of this demand:

Entrepreneurs also find a diverse skill set very valuable. One distinguished MIT engineering graduate and entrepreneur notes, “The introduction to philosophy and the history of ideas turned out to be the most enduring value and benefit from my education at MIT.”(<https://www.bostonglobe.com/opinion/2014/04/30/mit-humanities-are-just-important-stem/ZOArg1PgEFy2wm4ptue56l/story.html>.)

Even students who major in philosophy at other universities find that their skills have market value. According to Marnie Eisenstadt, writing for Syracuse:

An analysis of average salaries by degree shows that by mid-career, graduates with degrees in philosophy can make a solid living: \$84,000 after a decade in the workforce.

They aren't making that kind of money pondering the afterlife or morality. It's their background in critical thinking and creative problem solving that's paying off and leading to jobs in the business world, said Lydia Frank, senior director of marketing and content at [Payscale](http://www.payscale.com), the company that does the earning potential analysis. ([http://www.syracuse.com/schools/index.ssf/2015/05/graduating\\_with\\_a\\_philosophy\\_degree\\_theres\\_more\\_than\\_starbucks\\_in\\_your\\_future.html](http://www.syracuse.com/schools/index.ssf/2015/05/graduating_with_a_philosophy_degree_theres_more_than_starbucks_in_your_future.html).)

It would seem, then, that our minors will graduate having honed these skills through a set of rigorous philosophy courses. These are the skills that will remain "in demand" in the most intimate and critical sense. "After taking the minor, I can't imagine I'll ever stop using it, or that I'll ever stop thinking about the way I think about things."

## **STUDENT ACHIEVMENT**

As a minor, we do not have data on our student's participation in RSOs, nor do we currently have a Philosophy RSO (although we had one in the past, lack of new student interest led to its closing in 2012). The same can be said for data regarding Student Government and Honors. We also have no data on the hours a student may work while in our program.

Recognizing that students will feel the most pressure to achieve within their major areas of studies, we do not put additional pressure on them within the minor. That said, we are very proud when our students accomplish great things. For example, minors have gone on to serve as Presidents of RSOs and Honor Societies. In the last five years, we have honored students at the College or Arts and Sciences year end celebration. This past year, there were three awards, with an outstanding minor and two other winners sharing an award that including each getting a \$250 prize toward their study abroad this summer.

## EMPLOYABILITY OF GRADUATES

As a minor, we do not have the same access to alumni information that major programs possess. That said, we recognize that we need to do a better job of staying in touch with our minors after graduation. Because our minors come from multiple programs in multiple colleges, data on the employability of our graduates is something that we currently are not tracking, and the office of Institutional Research and Testing has no data on minors. As we endeavor to reach out to our alumni over the next few years, this is a piece of data that we plan to include in that project. We do know that several of our minors have chosen to continue on to graduate school, seeking advanced degrees in Psychology, Chemical Biology, Pharmacy, Social Work, Medicine, Anthropology, Law, Political Science and Philosophy.

When asked during the 2013 and 2015 focus group of Philosophy minors about their plans after graduation and how philosophy might impact those plans, comments included:

### 2013 Quotations:

"[philosophy] is something that helps you keep an open mind and I think that's something key to being in police work."

"I'd like to go into a clinical psychology setting . . . [philosophy] helps to broaden your perspective of how people are able to think and how you can help them, or what steps you need to secure a safety for them."

"Philosophy has taught me that a lot of my other courses didn't teach me is the value of lifelong education."

"Any philosophy course applies. You're studying life."

### 2015 Quotations:

"I can't imagine I'll ever stop using it [philosophy], or that I'll ever stop thinking about the way I think about things."

"I want to do clinical psychology with a focus on forensics, so philosophy is really going to help how I address situations I am going to be in, what type of individuals am I going to be assessing, how will these different patterns of thinking that I've learned help influence the individuals that I will be coming in contact with and trying to help."

"I've learned to write better, and I want to be a writer."

"It's very natural how learning it becomes a part of everyday life."

## FACULTY COMPOSITION AND ENGAGEMENT

There are four tenure-line faculty who are primarily responsible for teaching the philosophy courses at Ferris, with one additional tenure-line faculty member from Art History who helps coordinate co-curricular study abroad experiences. We also have one to two adjuncts teaching online courses at any given time. All of these faculty are housed on the Big Rapids campus, and with the exception of online courses there is not a philosophy presence on other campuses in the Ferris Family. With the exception of our adjuncts, no one teaches the majority of their classes online.

All of these faculty, who are all housed in the Humanities Area of the Humanities Department, are responsible for teaching courses outside of Philosophy, including Film, Women's Studies, Religious Studies, as well as General Humanities courses. This serves as the biggest strength of our faculty, as we are all capable of building meaningful connections for our students across several disciplines. This also serves as a potential weakness, as the need to cover this diversity of course offerings, as well as a growing need for online courses and healthcare/bioethics courses, means that faculty may be stretched thin and no longer focus on the health of the Philosophy Minor. An additional hire that focuses on Philosophy with skills in ethics and bioethics would help us better manage our course offerings, allow more time for recruitment within the university, and help us to expand our offerings into new areas based on their competencies.

The five tenure-line faculty who all have PhDs are:

Rachel Foulk (Art History)  
 John Scott Gray (Philosophy)  
 J. Randall Groves (Philosophy)  
 Susan Morris (Philosophy)  
 Grant Snider (Philosophy)

These faculty have been active at every level of University service, with three serving or having recently served on the Faculty Senate, one on the University General Education Committee, one on the University Curriculum Committee, as well as numerous college and department committees. As their CV's indicate, numerous presentations and publications come from Philosophy faculty, including work that resulted from four Arts and Sciences Faculty Research Fellowships. While Continuing Education is a weakness, one faculty member is completing training this summer, taking two training courses on Cognitive Behavioral Therapy for Depression and CBT essentials. These trainings will contribute to our ongoing partnership with Psychology that we hope will lead to the offering of a pilot program between Psychology, Philosophy and English for a freshman psychology experience in 2017. Another faculty member has taken trainings in mindfulness as well as learning how to teaching online courses.

Our primary adjunct, Nick Melville, is currently ABD and working toward his PhD in Philosophy from the University of Birmingham in the U.K.

While there is no current alumni data regarding perceptions of faculty, the last two focus groups have offered some information. Students in general have had high praise for their professors,

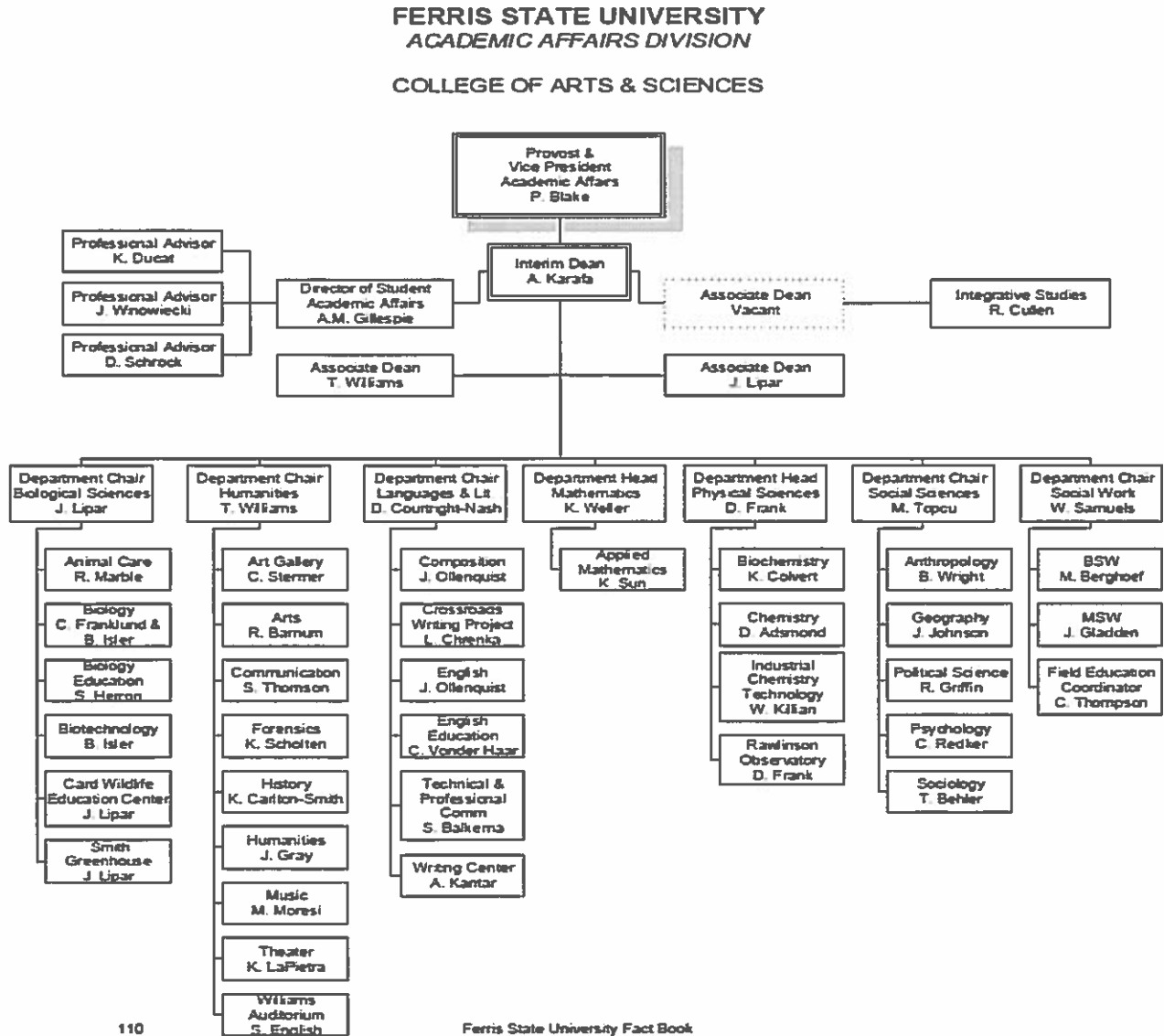


with one student calling his philosophy professors “the best teachers that I have had at Ferris.” Another said that “with the philosophy classes you [get] more than just a lecturer, you have a true educator.” When asked about the greatest strengths of the program, one student remarked that it would “first and foremost be the professor because they know their stuff.” This perception is also found when one looks at the Idea forms of faculty teaching Philosophy courses. For the 2014-15 and 2015-16 cycles, philosophy professors averaged an overall summery of 4.1 out of 5.0 for the courses that were assessed using Idea forms.

In terms of hiring and retaining faculty in the last five years, we had two retirements (David Aiken, who was primarily philosophy and religious studies, and Ted Walker, who was an Art Historian who sometimes would teach logic and co-led our study abroad offering) and have had Grant Snider come from administration to our area. Prof. Foulk was hired as an Art Professor five years ago, but we hope to have her take a larger role in the minor moving forward, in particular with our study abroad offerings as well as in a team taught Aesthetics course. Prof. Gray was hired ten years ago and has since served as the minor coordinator. We have had no other philosophy tenure-line hires in the last ten years.

**PROGRAM ADMINISTRATION AND SUPPORT**

- Administration
  - Organizational Chart



- Administration and Degree
  - John Scott Gray, Ph.D. Philosophy, Humanities Area Coordinator and Philosophy Minor Program Coordinator
  - Trinity Williams, MFA Theatre Design, Humanities Department Chair

- Joseph Lipar, Ph.D. Biology, College of Arts and Sciences Interim Assistant Dean
- Kristi Haik, Ph.D. Applied Experimental Psychology , College of Arts and Sciences Dean

Dr. John Scott Gray skillfully serves as the Philosophy Minor Program Coordinator. In addition to the role of Philosophy Minor Program Coordinator, Dr. Gray recently completed two years of service as the Humanities Area Coordinator. As program coordinator Dr. Gray works closely with the Department Chair, Trinity Williams. An open and supportive relationship prevails between the program coordinator and department chair.

The Humanities Department is a large and diverse department comprised of six areas. Operating as separate units, each area has the autonomy to develop course schedules, create new courses, grant student awards and more recently manage a small budget. Program and area faculty are kept informed of general education course demands and are involved in all curricular consultations. This approach to administrative structure and faculty involvement allows the program to run in an efficient manner.

Given that the department is busy due to its size and various disciplines, it is often difficult to find the time to reflect, and our department has created a planning committee to allow these conversations to take place on a regular basis. Our department and its programs will benefit from a more fully developed strategic plan involving all program coordinators, and this process will continue in the fall of 2016.

- Staff

- Ella Shaw and Kirsten Johnson

Departmental staff persons, Ella Shaw (12-month Clerical Level-2) and Kirsten Johnson (9-month Clerical Level-2), ably assist program administrators and faculty. They, in turn, are supported by student employees. Ms. Johnson keeps extensive records of all minor declarations, completions, and tracks student's progress towards completing the minor. The department office has found it necessary to rely on her records regarding students who wish to declare a minor but who are in an Associate's Degree program. With her records we are able to follow up with students once they are in a bachelor's program.

## SUPPORT SERVICES

While the APR guide lists thirteen different services and offices available, this section will highlight areas that have had the greatest impact on our courses and students.

FLITE library has been very helpful in making sure that our minors have access to current research from around the world. The main tool that FLITE has retained, in spite of budget issues, is the search database “The Philosophers Index.” While usage of this tool rises and falls depending on when upper level courses are offered, the library plans to keep this vital tool for the foreseeable future. Access to the latest scholarship is the one technological tool that this program cannot do without, and it is comforting to know that we have access to this database.

The College of Arts and Sciences in the last five years briefly had a program that allowed professors to have a one course release for a year to pursue advanced scholarship, and the faculty responsible for teaching philosophy courses had four of these Faculty Research Fellowships during the program’s two year existence. We hope that the incoming Dean sees fit to continue this valuable program. One of these projects involved a survey of students regarding where they get their news, and what they see as the most important issues facing the world today based on what they hear in the news. The Institutional Review Board, and in particular, former chair Stephanie Thomson, were very helpful in getting the paperwork completed so that these surveys could take place within the confines of University policy.

One other service that has been used by several of our minors is the Birkam Health Center, in particular its counseling service. The nature of philosophical reflection seems to create a level of existential anxiety in some of our students, and these students have been advised to seek out counseling at Birkam. Some students have had difficulty getting timely appointments, but students have overall reported finding a safe environment for discussing their concerns.

TAC has always been responsive to requests for technical support, be those requests concerning office, classroom, or issues occurring while a professor was at home trying to access MyFSU.

The Humanities Area did lose a classroom in the last two years that was vital to its mixed media courses. A Dean’s level decision meant that IRC 121, a room designed with Film Studies, Art History, and Humanities courses in mind, was given to the Game Design program. While we were promised a room in the Business building that would meet these same needs, scheduling that room has proven more difficult than originally expected.

## FACILITIES AND EQUIPMENT

With the exception of the loss of IRC 121 mentioned above, the majority of Philosophy faculty have been very pleased with our teaching spaces. Most of our classes are offered in IRC, whose set-up allows for small-group as well as courtroom scenarios (having the class debate two sides of an ethical issue or case). Some classes are taught in Johnson Hall. One of these courses, Introduction to Logic (Phil 217) is always taught in Johnson Hall 103, a room that has three boards – one white board and two blackboards. This room and its multiple boards is perfect for the smaller class size of the logic course, as well as the number of problems worked in class (sometimes as many as half of the class are working problems at the board at any given time). Any other courses not housed in IRC or Johnson have found space in Starr, the Plastics building, or Swan.

All of the faculty teaching Philosophy enjoy a private office in Johnson Hall that provides ample space for student meetings and research. Faculty computers are replaced based on the administration's five year rotation. The computers in the IRC are beginning to show their age, but they are perfectly satisfactory in the short term. One projector in IRC has begun its death thralls, sometimes requiring a hard restart on the device itself to cut back on. While the projector is important for bringing philosophy into the 21<sup>st</sup> century (showing relevant sections of films like *the Matrix* in Intro or *the Life of David Gale* in ethics), philosophy courses tend to be very low budget, needing little more than a safe space for students, a dry erase board, and a marker. The Humanities Department has been very helpful in making sure that we have the few things that we need, including purchasing markers in colors preferred by some faculty.

## PERCEPTIONS OF OVERALL QUALITY

Although the timing of our survey meant that we only had seven surveys returned from faculty in the Humanities Department regarding their impressions of our minor, the feedback that was received was positive. 6 of the 7 viewed our outcomes as excellent or good. 6 of the 7 felt that our curriculum was designed to meet the needs of students. All seven viewed the quality of our faculty as excellent or good. Also, all seven were unanimous in agreeing that Philosophy enhances other programs on our campus. The only negative that they highlighted in their responses had to do with the number of faculty teaching philosophy, with none seeing the number as excellent or good. Four saw the number of faculty as acceptable and two said it was below standard, and one stated that they were unsure. This serves as a good time for clarification, for although the area lists five tenure-track instructors teaching philosophy, their loads are often taken up with other courses in Religious Studies, General Humanities, Film Studies, or Women's Studies. In the 2015-16 academic year, counting the four tenure-track faculty who taught philosophy (Prof. Foulk has yet to teach a course with a PHIL designator) Fall 2015 saw 16 sections taught, with 10 being philosophy, and Spring 2016 saw nine philosophy courses out of the 16.

The individual perceptions of overall quality include:

John Scott Gray, Professor of Humanities, Philosophy Minor Program Coordinator

88/100 – the courses in this program play an important role in the General Education offerings of the Humanities Area, and this should not change with the implementation of the new Gen Ed system in 2017. Students who chose to go beyond Gen Ed and pursue the minor do so for a number of reasons, including personal exploration of self to positioning themselves for graduate school. Students with a background in philosophy tend to perform exceptionally well on MCATs, LSATs and GREs. With the continued movement away from minors on this campus as well as an increase in students taking general education courses before coming to Ferris, we must make a stronger case to students of the value of the minor, both professionally and personally, moving forward.

Toward that end, we are requesting the hiring of another professor to help expand our offerings in ethics and move toward the creation of a certificate in ethics. Doing so will allow more students to find value in the philosophy program but who cannot spare six courses toward that end.

Rachel Foulk, Associate Professor of Art History

90/100 --The Philosophy minor includes what I believe to be some of the most rigorous and valuable courses on campus. Students minoring in Philosophy are required to ask meaningful questions, examine important philosophical texts, and work to thoughtfully articulate their ideas and arguments. These endeavors help Philosophy minors to hone

their critical thinking skills and their abilities to formulate thoughtful arguments. Such skills will serve students in their careers and more broadly in their personal lives and in their roles as world citizens. I think the minor could increase its visibility on campus and strengthen enrollment numbers with more support from the College of Arts and Sciences and the University.

Trinity Williams, Humanities Department Chair

87/100 -- The greatest strength of the Philosophy minor program would have to be the faculty. The Philosophy faculty have done a tremendous job of balancing students' needs and department needs. I have had the opportunity to visit their classes and was impressed with the open & engaging yet challenging environment the faculty were able to achieve. Due to the nature of Philosophy courses which inspire personal growth and critical thinking these courses are required in many bachelor programs. The faculty have been successful in meeting the demand of external programs however due to recent curriculum changes where Philosophy courses were once suggested & are now required the area will have great difficulty meeting those demands. While the addition of required Philosophy courses is embraced by the department, we will need additional staffing in order to support the student demand. This is a good problem to have and stands as a testament to the quality of our faculty and the importance of their discipline.

Daniel Cronk, Coordinator of Music Industry Management

100/100 -- The Philosophy Minor at Ferris State University is a high value asset. In my position as Coordinator and Academic Advisor to 150+ students enrolled in the Music Industry Management Program, I have the opportunity and obligation to regularly solicit feedback in regard to their academic experiences at the university. As formal survey methods can produce unreliable data, I have found it more effective to rely on the ample contact time with students in to form impressions of programs and the people that deliver the content. I do not consider this to be anecdotal information – again, I seek this feedback continuously and trust the results as I have found them to be most reliable. Further, I and the program benefit from ongoing relationships with the trade organizations and individuals that would hire our graduates. These groups and individuals echo the absolute need for critical thinking and superior written and verbal communications skills. My opinion is the philosophy program delivers on the promise to reinforce and refine these crucial skills and I have witnessed improvement in student performance following their completion of these courses. I would be remiss if I did not relate that students – who at times confess to being challenged by the content - *enjoy* the challenge, state that the courses deliver added value, and consider them to be some of the most worthwhile of their college careers. I will continue to recommend this minor.

Grant Snider, Associate Professor of Philosophy

Relationship of the program's mission to its department, college, and the university;  
100

Program visibility and distinctiveness;

60 for visibility because there has been virtually no support from the college to support minors in the Humanities.

85 for distinctiveness because part of the program's appeal is that it is traditional—something some students expect from a university experience. Yet, there is room to explore ways of giving the program a balance of the traditional and the new—perhaps through some certificates or concentrations or through adding some unique course offerings.

Enrollment

85 for enrollment. The enrollment numbers tend to rise and fall every couple of years when students graduate. There is, I believe, room for big growth once the institution helps market its minors in a robust fashion.

The characteristics, quality, and employability of students;

90. The students come from a wide range of majors, creating a diversity of perspectives in the classroom; the academic quality of the students ranges from low to high even if the enthusiasm for philosophy is a constant; the minor helps the students stand out as a unique type of potential employee

The quality of the curriculum and assessment;

90 The program curriculum covers key areas traditionally associated with philosophy, and the program has been very active in terms of assessment.

The composition and quality of faculty;

90 The focus groups indicate that the students are very pleased with the quality of the faculty. At the same time, the students also note the need to expand or to diversify the faculty pool.

The composition and quality of program administration;

90 The program is served very well by the current advisor for the program; however, there is room for more of the program faculty to help with advising and to follow through with program-related tasks.

The overall value of the program to stakeholders, including Ferris State University

100 Students report high levels of satisfaction with the program; faculty from other areas and programs find that the program is open to collaborations and mutual support.

Next steps: The program would benefit from establishing clear goals for the future; from continuing to find ways to add variety or diversity or uniqueness to its curriculum; the program needs greater support in marketing both within and beyond FSU; and, the program should explore adding another faculty member or two to help increase coverage for current demands and to add even more variety for students.



## IMPLEMENTATION OF FINDINGS

As philosophers, reflecting on who we are and what we are doing is in our nature. Some professors, in an attempt to constantly evolve, have been known to change textbooks every year to try and help the classroom experience become more effective. That said, the APR process forces us to be more formal in our thinking and gives us a time capsule of where we were five years ago and it allows us to think about where we want to be five years from now when the next APR comes around.

Based on this report, we affirm the following:

- We wish to improve our minor program by doing more to market our minor to students who could benefit from being able to advertise themselves as critical thinkers and problem solvers.
- We also endeavor to complete the process for the creation of a certificate in ethics and ethical reasoning. This course would require Introduction to Ethics (Phil 216) and Applied Ethics (Phil 316), but we hope to draw on ethics courses across the campus (such as Engineering Ethics and Business Ethics) to come up with a hearty list of electives to complete the other two courses in the certificate.
- We hope to receive an additional tenure track hire to help share the burden of this certificate as well as our already large group of ethics offerings. This hire should augment our strengths by bringing competency in some area of diversity, including Eastern Philosophy, African Philosophy, Latin American Philosophy, or the Philosophy of Race and Racism.
- Fourth and finally, we endeavor to improve our relationship with our alumni, in part to be able to better learn from their experiences as well as to create a network that may be of use to current and future minors.

## ETHICS INTEREST SURVEY

A paper survey was distributed and completed by students enrolled in two sections of Philosophy 216 in the spring of 2016. This survey was designed to assess the students': rationale for taking the course, prior experience in Philosophy, perceived benefits of taking ethics, and interest in an applied ethics certificate.

### *Reasons for Taking Ethics*

Thirty-six students indicated why they took an ethics course at Ferris State University (see Table 1). The most common reason provided was that it was required to complete the major (24, 66.7%). Students also indicated that the course was a requirement for their minor (1, 3.0%) or satisfied a general education requirement (1, 3%)

**Table 1: Reasons for Taking Ethics**

Reason	Frequency	Percentage
Required for major to graduate	24	66.7%
Sounded interesting	5	13.9%
Beneficial for profession	2	5.6%
Cultural enrichment course applicable to major	2	5.6%
Other	3	8.3%

An additional reason for taking Ethics provided by the respondents was that ethics is a strong subject for the student (1, 3.0%).

### *Prior Experience with Philosophy*

Students were then asked to indicate if they had taken other Philosophy courses, either at Ferris or at a prior institution. Thirty-four students responded, the majority of whom had no prior experience in Philosophy (No prior coursework 26, 76.5%; Prior coursework 8, 23.5%).

Of the students who had previously completed courses in Philosophy, the majority did so at Ferris State (5, 62.5%; see Table 2).

**Table 2: Prior Coursework in Philosophy**

Previous Course	Frequency	Percentage
PHIL 115: Introduction to Philosophy	3	8.8%
Course not specified	1	2.9%
Multiple courses (PHIL 115, 204, PHIL 218, 203, and 290)	1	2.9%
Elsewhere	3	8.8%

Three students (37.5%) completed coursework at another university/college or during high school. Only one student specified which course (Symbolic Logic) and where (Muskegon Community College).

### *Perceived Benefits of Taking Ethics*

Students were asked if they believed that taking ethics would be a personal or professional benefit in the future. Thirty-one students responded to the question, the majority of whom saw potential for benefits (24, 77.4%). See Table 3.

**Table 3: Perceive Future Benefits of the Ethics**

Reason	Frequency	Percentage
Yes	24	77.4%
Unsure	5	16.1%
No	2	6.5%

Even though only 24 students reported perceiving benefits of the course, 29 students indicated specific personal benefits. Eight different personal benefits were identified; the most common of which is the ability to thoroughly analyze issues (9, 31.0%). Additional benefits are presented in Table 4.

**Table 4: Perceived Personal Future Benefits of Taking Ethics**

Personal Benefits	Frequency	Percent	Exemplar Response
In-depth analysis of issues	9	31.0%	It will help me look more deeply into an issue instead of just thinking there is only a black and white answer.
Consider other points-of-view	7	24.1%	I feel required to look at other people's point of views instead of just my own.
Critical thinking/problem-solving skills improved	6	20.7%	Learning how to solve problems more effectively and thinking more critically.
See ethical issues in everyday life	3	10.3%	I think this class actually makes me think a little bit more ethical issues that are going on in everyday life.
Solidified personal beliefs/views	1	3.5%	Personally I think this ethics course will help me develop my views further. I've always been in between on many ethical issues and this class has helped me solidify my views a little more.
Keeping an open mind	1	3.5%	It has taught me to be less bias with my own views.

Able to present and share opinions	1	3.5%	I enjoyed group discussion which allowed me to grow more comfortable with participating and sharing my opinions. It was my most challenging class but I enjoyed it the most and grew tremendously.
Preparation for law school	1	3.5%	Philosophy courses are great preparation for law school, which is my ultimate goal. These classes help you open your mind to new ideas.

Twenty-nine students identified potential professional benefits from taking the ethics course. These are presented in Table 5. The most common professional benefit came in the form of improved critical thinking and problem-solving skills.

**Table 5: Perceived Professional Future Benefits of Taking Ethics**

Professional Benefits	Frequency	Percentage	Exemplar Response
Critical thinking/problem-solving skills improved	8	27.6%	When met with problems now I can think more deeply about them and apply the ideas I have learned.
Ethical business/legal practices	6	20.7%	I'm a business major and ethics is huge in business.
Quality decision making	4	13.8%	It will help me make sound decisions.
Consider other points-of-view	3	10.3%	It will help me look at problems from another person's point of view.
Creative thinking	3	10.3%	It taught me to think outside the box.
Identify potential ethical issues	2	6.9%	Ethics will help me think about and question the everyday issues or concerns in the work place.
Reduce bias	1	3.4%	To look at everything in a more professional way with less bias.
Handle ethical dilemmas	1	3.4%	If I am placed in a position while on deployment that doesn't seem ethical I will now know how to approach it.
Preventative thinking	1	3.4%	It has shown me the benefits of thinking preventatively and of having strong moral values.

### *Interest in an Ethics Certificate*

The final portion of the survey was designed to assess student interest in the development of a four-course certificate in ethics.

Students were asked to indicate their interest in a certificate on a five-point scale (“Definitely Not” = 1; “Definitely Yes” = 5). See Table 6. On average, students would “Maybe” consider adding the certificate ( $M = 3.1, n = 34$ ). However, 32.4% of students (11) would definitely or probably add the certificate in ethics to their program of study ( $n = 34$ ).

**Table 6: Overall Interest in Ethics Certificate**

Overall Interest	Frequency	Percent
Definitely yes	2	5.9%
Probably	9	26.5%
Maybe	14	41.2%
Probably not	8	23.5%
Definitely not	1	2.9%

Students were then asked about their level of interest on four proposed ethics courses: Engineering Ethics, Bioethics, Environmental Ethics, and Business Ethics on a six-point scale (“None” = 0; “Really Want to Take” = 5). Overall a course in Business Ethics garnered the most interest ( $M = 3.3; n = 35$ ). Engineering Ethics garnered the least amount of interest ( $M = 1.7; n = 34$ ; See Table 7).

**Table 7: Average Interest in Ethics Courses**

Course	Mean	<i>N</i>
Business ethics	3.3	35
Environmental ethics	2.9	38
Bioethics	2.1	33
Engineering ethics	1.7	34

In response to an open-ended question about the potential of participating in an ethics certificate and the combination of courses comprising the proposed certificates, students offered commentary on why they would participate in the certificate (see Table 8), would not participate in the certificate (see Table 9), issues they would need to consider prior to taking on the certificate (see Table 10), and about the courses within the certificate (see Table 11).

**Table 8: Rationale for Participating in Certificate**

Rationale	Frequency	Percentage	Exemplar Response
Professional benefits	5	50.0%	I would consider a certificate in ethics because I think that it would be beneficial to my career.
Logical connection to major	2	20.0%	With my health degree 1 or 2 other ethics classes are already required, so by receiving a certificate it adds more motivation to go for it.
Competitive for graduate school	1	10.0%	It would be to make my portfolio for graduate school look more appealing.
Unique offering	1	10.0%	Adding an ethics branch would be something different and I would want to experience it by taking a class or two.
Justifies courses in ethics	1	10.0%	I enjoy ethics, I just don't think it's very beneficial unless you get something out of it, such as a certificate.

As shown above, ten students offered insight into why they would consider completing a certificate in ethics. The perception of professional benefits from the certificate (50%, 5) and having a logical connection to a major (20.0%, 2) would serve as motivation for students to include the certificate in ethics into their program of study. In contrast, students who do not perceive benefits would not be motivated to participate (75%, 3).

**Table 8: Rationale for Not Participating in Certificate**

Rationale	Frequency	Percentage	Exemplar Response
Lack of professional benefits	2	50.0%	Getting a certificate in ethics would not help me in my future career.
Too close to graduation	1	25.0%	Currently I am eager to finish my degree and graduate. In the future I might consider taking additional ethics courses for personal enjoyment.
Lack of personal benefits	1	25.0%	In my opinion, the current world doesn't seem to care whether or not anyone has a moral compass so having this rather expensive paper would almost seem redundant in most cases.

As with why students would or would not participate in the certificate, having a logical connection to the students major (50.0%, 4,  $n = 8$ ) and time in their program of study (37.5%, 3,  $n = 8$ ) were important considerations for students before taking on the certificate.

**Table 9: Considerations Prior to Taking on Certificate**

<b>Rationale</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Exemplar Response</b>
Logical connection to major	4	50.0%	I would consider a certificate in ethics if it can be tied more into my major.
Time in program of study	3	37.5%	If I had more time.
Dislikes course combination	1	12.5%	Maybe if there were different choices but not with those 4 classes. No thanks.

Eleven students offered suggestions about what courses should be included into the proposed certificate and why they would find particular courses appealing to take. The only course that was not discussed by the students was engineering ethics, which students rated as the least appealing (see Table 7).

**Table 10: Commentary on Course Selection**

<b>Rationale</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Exemplar Response</b>
Business ethics logical for business owners/majors	3	27.3%	I want to own my own business in the future, ethical business approaches would be invaluable in a successful business and in dealing with potential customers.
Bioethics logical for medical field	2	18.2%	I think bioethics would be critical for someone who is planning on going in the medical field.
Business ethics is applicable to everyone	2	18.2%	Business ethics is a class that everyone should take strictly because we are all going to be doing business with others at some point in our lives.
Political ethics	1	9.1%	Add a political ethics (badly needed) and it would be more attractive.
Bioethics is interesting	1	9.1%	I just think bioethics would be interesting.
Value of environmental ethics for people	1	9.1%	Environmental would be my first choice because ethics has a lot to do with people around the world. From the way we treat people, our duty in society, and what goes on around the world.

Value of environmental  
ethics for the planet

1

9.1% I care about the earth and it would  
be nice to have different views on  
how we can help the earth.

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## Philosophy Minor Survey

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

- I have taken two courses so far, one in ethics and the other in Sex and Love. (2)
- I haven't studied a specific area. I have taken a variety of classes.
- Comparative Religions, Intro to Logic, Philosophy of Mind, and Modern Philosophy.
- Logic, Epiphenomenalism, and Bacon 4 Idols.
- Existentialism, Sex and Love, Ethics

**B. Have you studied Philosophy at another college or university, and if so, which courses?**

- No. (6)

**C. Please describe areas of philosophy you wish you could study more in depth at Ferris.**

- Philosophy of mind. I would love to learn more about the relationship between the body and mind.
- Advanced logic.
- I wish I could have studied more on ethics.
- Mill/Kant, Nietzsche, Philosophy and Law.
- I am going to start studying more historical philosophy in the coming semesters but other classes I really would like to take are Ethics and Political Philosophy.
- Existentialism, War, Sex and Love, History, Business

**D. If Ferris offered a bachelor's degree in philosophy would you major in philosophy?**

- Definitely Yes.
- Probably.
- Maybe. (4)

**E. Please explain your choice and describe under which circumstances (if any) you would consider a degree in Philosophy.**

- I enjoy the field but am not interested in a pure academic. (Not yet at least.)
- I said maybe because I enjoy philosophy and don't want to rule it out but I would probably double major.
- Due to where I currently stand I would not change my major to Philosophy. Although if there was a Philosophy major when I began my education at Ferris, I would have considered it. Currently a minor in philosophy is the perfect place for me, despite this I can without a doubt say that a Philosophy degree at Ferris would positively impact the university.
- Assuming I could also have room to minor in biology and take some upper level biology/chemistry/physics electives to prepare for the MCAT (and graduate in 4

years), I would major in philosophy. It provides unique perspectives to excel in virtually any career.

- I'm passionate about philosophy, if the classes fit well with my remaining time at Ferris I would highly consider taking another major.
- Business Philosophy
- More options other than professor

**F. Please indicate how confident you are in your ability to do the following as compared to your abilities prior to taking philosophy classes at Ferris.**

1. Articulate the development of Western Philosophy.
  - Strongly Agree (1)
  - Agree (2)
  - Neither Agree nor Disagree (2)
  - Disagree (1)
  - Strongly Disagree (0)
2. Interpret the meaning of Western Philosophy.
  - Strongly Agree (1)
  - Agree (3)
  - Neither Agree nor Disagree (2)
  - Disagree (0)
  - Strongly Disagree (0)
3. Critically examine social and cultural presuppositions.
  - Strongly Agree (2)
  - Agree (4)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
4. Explore the self.
  - Strongly Agree (6)
  - Agree (0)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
5. Situate the self within society.
  - Strongly Agree (3)
  - Agree (3)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
6. Apply the philosophical method of examination to central issues of human action and interaction.

- Strongly Agree (3)
- Agree (3)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

7. Discuss philosophical conceptions of ethical existence and responsible citizenship.

- Strongly Agree (3)
- Agree (2)
- Neither Agree nor Disagree (1)
- Disagree (0)
- Strongly Disagree (0)

8. Think in new ways.

- Strongly Agree (4)
- Agree (2)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

9. Perceive in new ways.

- Strongly Agree (5)
- Agree (1)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

10. Experience in new ways.

- Strongly Agree (5)
- Agree (1)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

11. Value in new ways.

- Strongly Agree (3)
- Agree (3)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

**G. Please indicate your level of agreement with the following statements.**

1. The philosophy minor provides a diversity of perspectives on philosophy.
  - Strongly Agree (5)
  - Agree (1)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
2. The philosophy minor engenders self-awareness.
  - Strongly Agree (6)
  - Agree (0)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
3. The philosophy minor enriches students' lives.
  - Strongly Agree (4)
  - Agree (2)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)
4. The philosophy minor provides ample classes to allow for students to personalize their degree to fit their needs.
  - Strongly Agree (2)
  - Agree (2)
  - Neither Agree nor Disagree (2)
  - Disagree (0)
  - Strongly Disagree (0)
5. The philosophy minor provides ample classes to allow for students to personalize their degree to fit their career goals.
  - Strongly Agree (3)
  - Agree (2)
  - Neither Agree nor Disagree (1)
  - Disagree (0)
  - Strongly Disagree (0)
6. The philosophy minor allows students to study topics relevant to their lives.
  - Strongly Agree (3)
  - Agree (3)
  - Neither Agree nor Disagree (0)
  - Disagree (0)
  - Strongly Disagree (0)

**H. What year are you in school?**

- Sophomore (1)

- Junior (2)
- Senior (3)

**I. What is your major?**

- Biology/Pre-medicine
- Computer Information Technology
- Psychology (2)
- Political Science
- Pre-Pharmacy

**J. Do you have any other minor(s)?**

- No (5)
- Yes

**K. In your opinion, what is personally valuable about having the philosophy minor and taking its courses?**

- Learning about the different motives and goals that people have in life. This understanding will help me connect with patients on a deeper level as a physician.
- Philosophy supplements any major, and situation, really. I like taking part in class discussions and pondering the questions of life that so many others have but not many others put the time in answering.
- The minor gives me the chance to really think in different ways and look other peoples' view.
- A better understanding of how to think about problems and attempt to solve them.
- Having a minor in Philosophy has allowed me to think in new and creative ways in my everyday life as well as my academic and professional career. It has without a doubt improved my personal life and allowed me to be more open to new perspectives as well as critical when needed
- Extremely relevant information that embodies higher education. I learned more about reading and writing than any English course I have ever taken. Forces perceptive and insight on students that help them think, act, and understand in a myriad of different ways.

**L. What do you think is valuable about having the philosophy minor and its courses for the University as a whole?**

- Giving students a more diverse understanding to help them get along with one another and especially if the student elects to take any of the religion courses.
- Philosophy, at the very least, introduces a new way and level of thinking, rationalizing, and questioning. This benefits the university because it produces students who look at situations from many perspectives.

- I feel like it opens student eyes, and helps prompt diversity.
- It can be said to be the mother of all sciences, so it would be regrettable to not be able to explore it.
- The Philosophy minor brings about a type of awareness and critical thinking to our University that I think no other minor, or even major can match. Philosophy allows new and unique perspectives, and I believe that in a University environment the value of this is unmeasurable.
- A superb minor for any major. Teaches the fundamentals of higher thought processes and perspectives. Instructs students on the evolution of thought.

**M. What are your employment/education plans after graduation?**

- Graduate school in the Chemical Biology Department at the University of Michigan.
- Graduate school, followed by a residency or academia in pharmacy.
- Possibly law school, as of right now I don't have a job.
- Graduate school for clinical psychology, and law school.
- I plan on working for a technology company after graduation as well as pursuing a doctorate shortly after.
- Graduate Psychology School

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

- Yes (2)
- No (4)

**O. Including your current courses, how many Philosophy and Religious Studies classes have you taken?**

- 5
- 6 (2)
- 2 (2)
- 7

### INTRODUCTION TO PHILOSOPHY SURVEY

A paper survey was distributed and completed by students in two sections of PHIL 115: Introduction to Philosophy. This survey was designed to assess the students': rationale for taking Introduction to Philosophy, expectations for and experience in Introduction to Philosophy, interest in taking additional Philosophy courses, and knowledge about and interest in the Philosophy Minor.

#### *Reasons for Taking PHIL 115: Introduction to Philosophy*

Sixty-one reasons were provided by students for taking PHIL 115: Introduction to Philosophy at Ferris State University (see Table 1). The most common reason provided was that it fulfilled some type of requirement (i.e., general education, transfer agreement, prerequisites, major; 45.9%, 28). Students also indicated that the course sounded interesting with great frequency (23%, 14).

**Table 1: Reasons for Taking PHIL 115**

Reason	Frequency	Percentage	Exemplar Response
Fulfilled General Education requirement	25	41.0%	I needed a Cultural Enrichment class.
Sounded interesting	14	23.0%	This seemed like an interesting class.
Interesting elective choice	5	8.2%	It seemed like it would interest me as an elective.
Prior interest in Philosophy	5	8.2%	Philosophy has always interested me.
Recommendation - academic advisor	3	4.9%	Recommended by an academic advisor.
Recommendation - friend/family member	2	3.3%	Stepdad is a FSU alum and strongly recommended it.
Course reputation	2	3.3%	I heard it was a good class and would supplement my psych classes.
Broaden perspective	1	1.6%	I wanted to gain some worldly perspective and think in new ways.
Unsure	1	1.6%	Not Sure
Fulfilled Transfer Agreement requirement	1	1.6%	Fulfill Transfer Agreement requirement
Prerequisite course	1	1.6%	It was a Pre-Requisite.
Part of major	1	1.6%	Follow major plan.

Students who took the course to satisfy a General Education requirement were asked to explain why they chose Introduction to Philosophy from the course options. Thirteen different categories of reasons were offered by the students. See Table 2. Numerous students thought the course sounded interesting or found the course material interesting (47.5%, 29). Three students (5%) had the course recommended to them.

Table 2: Why Chose PHIL 115 for General Education

Reason	Frequency	Percentage	Exemplar Response
Sounded interesting	16	31.4%	Sounded interesting.
Interested in subject matter	13	25.5%	I took this class as an elective for a general education requirement since I wasn't familiar with the subject matter of philosophy and I wanted to learn more about it.
Improve self	4	7.8%	I felt as though this class had the potential to make me more well-rounded and self-aware.
Professor reputation	4	7.8%	Have heard great things about the professor.
Time course offered	3	5.9%	The time of availability.
Did not want art/music	2	3.9%	I didn't want anything like art/music.
Recommendation - unspecified	1	2.0%	I've never take a philosophy class but it intrigued me and he was recommended to me by others.
Recommendation - academic advisor	1	2.0%	My advisor.
Recommendation - another student	1	2.0%	I was told by another student that philosophy would be a good option for me.
Thought course would be easy	1	2.0%	I'm Asian I thought I could slide by with some Buddhist quotes or something.
Prior experience with professor	1	2.0%	I had the professor before and liked his class.
Friend also taking course	1	2.0%	It was the only one that my fraternity brother was taking.
Uninterested in other courses/faculty	1	2.0%	Uninterested in other courses/faculty
No response	2	3.9%	

#### *Interest in Taking Additional Philosophy Courses*

Forty-six students answered the question if they were interested in taking additional Philosophy courses. The majority of the students were not interested (54.3%, 25). However, 14 students expressed interest (30.4%) and seven were unsure (15.2%).

As shown in Table Three, 21 justifications were offered for not taking additional philosophy courses. For 43% (9) of the students a lack of time prevented them from taking additional courses (i.e., no time in program of study, graduating).



**Table 3: Reasons will not Take Additional Philosophy Courses**

Reason	Frequency	Percentage	Exemplar Response
Do not have time in program of study	5	23.8%	Wouldn't have time.
Graduating	4	19.0%	I'm graduating.
Beginning major coursework	3	14.3%	I start my program this coming semester.
Did not enjoy subject matter	3	14.3%	I do not enjoy it.
Not required	3	14.3%	Not required and I want to take different classes.
Not interested in subject matter	2	9.5%	I don't think in this way at all.
Course satisfied interest in subject	1	4.8%	I got my taste of it and I won't have to do.

Table 4 describes the 15 reasons students offered for taking additional Philosophy courses. The most common motivation being an interest in the subject (53.3%, 8).

**Table 4: Reasons will Take Additional Philosophy Courses**

Reason	Frequency	Percentage	Exemplar Response
Subject was interesting	8	53.3%	I loved this class and found it very interesting.
Enjoyed the faculty	3	20.0%	I love Professor Snider's teaching.
Like type of thinking	1	6.7%	I love the thought process!
Wants to explore subject more in-depth	1	6.7%	I'd like to go deeper in some of the arguments.
Considering the minor	1	6.7%	I actually have been thinking about minoring because it was so amazing.
Subject was challenging	1	6.7%	I would, I enjoy thinking about things I wouldn't normally think about.

#### ***Expectations for and Experience in Introduction to Philosophy***

Students were asked to describe their expectations for Introduction to Philosophy. Students identified 52 expectations that were classified into 16 categories (see Table 5). Not knowing what to expect (17.6%, 9) or expecting a difficult course (17.6%, 9) were regularly reported.

**Table 5: Expectations for Introduction to Philosophy**

Reason	Frequency	Percentage	Exemplar Response
Did not know what to expect	9	17.3%	I didn't know what to expect.
Difficult course	9	17.3%	To be confused about all of it; I was afraid I wouldn't have any idea what was going on but philosophy opened my mind in a way.
Content expectations	8	15.4%	I thought I would learn about Plato and Aristotle because those were the only two I knew of.
Change perspectives	3	5.8%	To learn different views of the world. Think deeper about things.
Change thought processes	3	5.8%	It'll give me more expansive thought processes.
Easy course	3	5.8%	Easy work load.
Gain knowledge	3	5.8%	Just to learn and have a better understanding and philosophy in general.
Low expectations	3	5.8%	I expected not very much, but I got an amazing experience from it.
Interesting subject	2	3.8%	Thought it would interesting.
Standard introductory course	2	3.8%	Regular introductory course. To learn the basics.
Course discussion	2	3.8%	A lot of conversation
Expectations for professor	1	1.9%	I was expecting lots of notes a good professor.
Medium difficulty	1	1.9%	Medium difficulty course with interesting topics.
Memorization of topics	1	1.9%	I knew it was going to be a lot of memorization.
Significant amounts of reading	1	1.9%	I expected a lot of reading.
No expectations	1	1.9%	This is my first class at Ferris. (I have a associates from GRCC) I did not have any expectations.

Numerous students identified expectations for course content (13.7%, 7). The following is a list of the students' content expectations:

- I thought there would be a section on artificial intelligence.
- I expected to talk about random things, not God or older philosophers.
- I thought I would learn about Plato and Aristotle because those were the only two I knew of.
- I expected it to be the study of ideas.
- I expected to talk about questions and ideas that are not easily answered.
- Questioning why things are the way they are.
- A lot of putting stuff into your own words to understand.
- I expected to learn about elements of philosophy like rational choice, free will and different views of life.

The final question in this portion of the survey asked students to indicate on a scale of 1 to 5 (less to more) how closely their experience in PHIL 115 matched their expectations of the course. Overall, students' expectations matched their experience with the course ( $M = 3.8$ ,  $n = 46$ ). This is interesting given that this was the first Philosophy course taken by the overwhelming majority of the students (First course 97.9%, 46; Taken previous course 2.1%, 1;  $n = 47$ ).

**Table 6: Degree to which Expectations were Met**

	Frequency	Percentage
1	3	6.4%
2	3	6.4%
3	15	31.9%
4	13	27.7%
5	12	25.5%
No response	1	2.1%

For many students, the knowledge they gained from the course exceeded their expectations, as rated on a four-point scale (4 = Strongly Agree; 1 = Strongly Disagree). The majority of the students felt they learned more than they anticipated (89.6%; 43) and typically agreed with the statement ( $M = 3.3$ ;  $n = 48$ ).

**Table 7: Learning Exceeded Expectations**

	Frequency	Percentage
Strongly agree	19	39.6%
Agree	24	50.0%
Disagree	5	10.4%
Strongly disagree	0	0.0%

#### *Perceived Benefits of Taking Introduction to Philosophy*

Students were asked to indicate on a four-point scale (4 = Strongly Agree; 1 = Strongly Disagree) if they that taking Introduction to Philosophy has or will help them grow as an individual. The overwhelming majority of students felt that the course facilitated their personal development (89.9%; 43; see Table 7). On average, students agreed with this statement ( $M = 3.2$ ;  $n = 48$ ).

**Table 8: PHIL 115 Facilitated Growth as an Individual**

	Frequency	Percentage
Strongly agree	16	33.3%
Agree	27	56.3%
Disagree	5	10.4%
Strongly disagree	0	0.0%

Overall, the students also felt that the course left them better equipped to think philosophically (4 = Strongly Agree; 1 = Strongly Disagree; see Table 8), with 93.7% of the students either agreeing or strongly agreeing to the statement. On average, students agreed with this statement ( $M = 3.4$ ;  $n = 48$ ).

**Table 9: Able to Think Philosophically**

	Frequency	Percentage
Strongly agree	23	47.9%
Agree	22	45.8%
Disagree	2	4.2%
Strongly disagree	1	2.1%

Finally, students felt that they would be able to apply the tools that they learned in the course to their lives in the future, as indicated on a four-point scale (4 = Strongly Agree; 1 = Strongly Disagree). On average, students agreed that they could apply the tools taught in the course ( $M = 3.1$ ;  $n = 47$ ).

**Table 10: Able to Apply Tools in the Future**

	Frequency	Percentage
Strongly agree	11	23.4%
Agree	29	61.7%
Disagree	6	12.8%
Strongly disagree	1	2.1%

#### ***Knowledge and Interest in Philosophy Minor***

The final portion of the survey was designed to gauge students' knowledge of and interest in a Philosophy minor. Encouragingly, the majority of students knew that Ferris State offered a minor in Philosophy (Knew about minor 78.7%, 37; Did not know about minor 21.3%, 10;  $n = 47$ ).

Unfortunately, as shown in Table 11, most students were not interested in pursuing the minor (85.4%, 41,  $n = 48$ ). However, for many students they were not interested in completing the Philosophy minor because they did not have enough time in their program of study (34.1%, 14,  $n = 41$ ).

**Table 11: Interested in Completing Philosophy Minor**

	Frequency	Percentage
Yes	6	12.5%
No	41	85.4%
Possibly	1	2.1%

Of the 14 students who indicated that they wished they had time to complete the minor, eight offered reasons/additional information about the issue:

- Already have a minor.
- I already have a minor in PR.
- Because I already have major and minor I'm really interested in.
- No time too many other classes, also not enough money.

- I love philosophy but I have way too many other classes to take (pre-opt)
- I have to stay on my strict schedule in order to get done with school and get into my career.
- I don't believe it will work with my major.
- Great class, wish I had taken it earlier!

For six of these students their current enrollment in a major and/or minor precluded them from participating in the minor. One student felt that the Philosophy minor did not “work with” his/her major. It is possible that the final student may have considered the minor if they had taken the course earlier in his/her time at Ferris.

Time was also a frequently reported reason for not pursuing a minor in Philosophy among students who explained why they were not interested, but did not express an interest in the subject (26%, 7,  $n = 21$ ; see Table 12).

**Table 12: Rationale for Not Pursuing a Philosophy Minor**

Reason	Frequency	Percentage	Exemplar Response
No time	7	26%	3+4 program doesn't leave a lot of extra time.
Dislike subject	5	19%	It's confusing and I don't really seem to understand everything.
Not applicable to major	3	11%	A business minor would better suit my major.
Incurring debt	3	11%	I am almost done with my major of criminal justice and minoring in philosophy would cost me more college debt I don't need.
Not interested	3	11%	I would rather just have it as basic knowledge. I am interested in other branches of education.
Leaving Ferris	2	7%	Already thinking about a different minor, and transferring for next fall.
Not applicable to career	2	7%	Not applicable to my career choice
Graduating	1	4%	Graduate in May.
Have a minor	1	4%	Minor in PR.

Of the six students who indicated that they would like to minor in Philosophy, four indicated why they were interested:

- Because it may compliment my psych major.
- I think it could bring different perspective and thinking in the business world.
- Because I didn't expect to be so interested in it and I like how/what I am learning.
- I love philosophy and I think it would help me in my career and help me understand the world and humans better.

Three of these students saw a connection between the minor and their area or study/career. One student wanted to complete the minor solely based on their interest in the subject.

## Humanities Faculty Survey about Philosophy Minor

1. **Written goals for the philosophy minor state realistic outcomes.**
  - Excellent (1)
  - Good (5)
  - Acceptable (1)
  - Below (0)
  - Poor (0)
  - Unsure (0)
  
2. **The philosophy minor curriculum is designed to meet the needs of graduates.**
  - Excellent (1)
  - Good (5)
  - Acceptable (0)
  - Below (0)
  - Poor (0)
  - Unsure (1)
  
3. **Administrative support for the philosophy minor is:**
  - Excellent (0)
  - Good (3)
  - Acceptable (2)
  - Below (0)
  - Poor (0)
  - Unsure (2)
  
4. **Classroom space for the philosophy minor is:**
  - Excellent (0)
  - Good (2)
  - Acceptable (2)
  - Below (1)
  - Poor (0)
  - Unsure (2)

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

- Excellent (0)
- Good (2)
- Acceptable (2)
- Below (1)
- Poor (0)
- Unsure (2)

**6. Library resources for the philosophy minor is:**

- Excellent (1)
- Good (1)
- Acceptable (0)
- Below (0)
- Poor (0)
- Unsure (5)

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

- Excellent (1)
- Good (1)
- Acceptable (0)
- Below (0)
- Poor (0)
- Unsure (5)

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

- Excellent (1)
- Good (0)
- Acceptable (0)
- Below (0)
- Poor (0)
- Unsure (6)

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

- Excellent (0)

- Good (0)
- Acceptable (4)
- Below (2)
- Poor (0)
- Unsure (1)

**12. The quality of the philosophy faculty is:**

- Excellent (4)
- Good (3)
- Acceptable (0)
- Below (0)
- Poor (0)
- Unsure (0)

**Please indicate your level of agreement/disagreement with the following questions.**

**1. Philosophy courses enhance other academic programs.**

- Strongly Agree (5)
- Agree (2)
- Neither Agree nor Disagree (0)
- Disagree (0)
- Strongly Disagree (0)

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

- Strongly Agree (2)
- Agree (3)
- Neither Agree nor Disagree (2)
- Disagree (0)
- Strongly Disagree (0)

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

- Could include 'environment' as well as "the self." Not sure what "presuppositions" means.
- Something about salmon spawning...



# 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. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

### 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

Required: 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 315	Political and Social Philosophy	3
PHIL 320	Biomedical Ethics	3
RELG 215	Comparative Religion	3
RELG 325	Eastern Religion	3
RELG 326	Western Religion	3

COLLEGE OF ARTS AND SCIENCES - ACADEMIC MINOR CLEARANCE FORM

MINOR IN PHILOSOPHY

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_  
 STUDENT'S COLLEGE: \_\_\_\_\_ B.S./B.A. PROGRAM: \_\_\_\_\_

**Procedures for declaring a minor:** The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

**Procedures upon completion of a minor:** The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

<b>SECTION A DECLARATION OF MINOR</b>	<b>General Requirements:</b>			
	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)	Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.		
	7)	A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major*.		
	8)	Students may apply 6 credit hours of overlap between minors**.		
		<b>Required Courses</b>	<b>Credit Hours</b>	<b>Grade</b>
		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 315	3		
	PHIL 320	3		
	RELG 215	3		
	RELG 325	3		
	RELG 326	3		
	<b>Signatures</b>		<b>Date</b>	
	Student			
	Advisor			
	Department			

<b>SECTION B MINOR COMPLETE</b>	<b>Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)</b>		<b>Date</b>
	Department		
	CAS Dean	<input type="checkbox"/> MyDegree Verified	
	Registrar		

DECLARATION SENT TO RECORDS \_\_\_\_\_ COMPLETION SENT TO RECORDS \_\_\_\_\_

\*Approval by the Academic Senate, January 14, 2014  
 \*\* Approved by the Academic Senate, April 19, 2001



DEPARTMENT OF  
HUMANITIES

## Ancient/Medieval Phil. Fall 2015

**Professor:** Dr. Grant Snider

**Course:** PHIL 203: Ancient and Medieval Philosophy (3 credits)

**Sections:** PHIL 203-001 T/R 1:30-2:45 in IRC 109

**Office Hours:** Mondays 10:00-1:00

**Office:** Johnson Hall 122

Tuesdays 12:00-1:00

**Office Phone:** 231.591.3615

**Department Phone:** 231.591.3675

**Email:** [sniderg@ferris.edu](mailto:sniderg@ferris.edu)

**Course Description:** The course provides coverage of the historical issues and figures of the western philosophical tradition from Ancient Greece through Medieval Philosophy. Included will be such figures as Socrates, Plato, and Aristotle. The Medieval Philosophy will concentrate on Christian theology through the study of such philosophers as Augustine and Aquinas.

### Textbooks and Materials:

**" I participate in the good they contain" --Simplicius on the works of Epictetus**

--*Introductory Readings in Ancient Greek and Roman Philosophy*, edited by C.D.C. Reeve and Patrick Lee Miller. Hackett Publishing, 2006

--some brief supplemental readings, provided.

### Course Outcomes:

Upon completion of the course, students will be able to:

- ✦ Accurately summarize the major theories and methods of ancient and medieval philosophy
- ✦ Distinguish between the various branches of philosophy and describe how these branches evolved over time
- ✦ Articulate 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.

**General Education:** This course has been approved for Cultural Enrichment designation.

**“form rather than inform” -- Victor Goldschmidt**

**“Don’t just transfer. Transform.” FSU Billboard**

**Attendance:**

You are expected to attend every class. If you do not attend class, you will find it difficult to do well in the course. This is true for many reasons: first, much—although obviously not all—of the thinking that will go into your projects will happen in class through discussion and activities. The success of your projects, then, can be directly influenced by your participation in class. “Class” is defined broadly to include class meetings and workshops as well as any individual or group conferences with the professor.

**Please note that I will not accept any late work unless you can offer a convincing reason (documented medical emergencies, university approved absences, etc.).**

**Integrity:**

If you are having a challenge with a deadline or a problem with an assignment (including the problem of boredom), consult me rather than someone else’s work. Plagiarism will not be tolerated. See the Student Handbook for further details regarding possible sanctions for academic dishonesty.

Also, actions in the classroom (whether traditional or on-line classrooms) that distract or disrespect your peers or professor undermine the learning environment. Repeated actions that are disruptive, distracting, or disrespectful will serve as grounds for disciplinary actions consistent with college and university policy. For on-line courses, I reserve the right to delete postings or to limit access to discussions if I see any posts that might be disrespectful in tone or in content.

**Projects and Grades:**

**“Make him traverse a certain itinerary in the course of which he will make spiritual progress”  
–Pierre Hadot**

**Projects:**

Semester Project: In consultation with me, you will produce a semester-long academic project. This project will focus on a topic agreeable to both student and instructor. Rough drafts will be peer-reviewed, and there will be strict deadlines.

Three Exams: You will be required to take all exams in order to pass the course. The final exam will be comprehensive. These exams may consist of multiple-choice questions, short-answer questions, quotation identification, and/or take-home essay questions.

**Assignments/values:**

Exam #1 =	100 points
Exam #2 =	100 points
Exam #3 =	100 points
Semester Project =	200 points (separate points for rough draft and final)
<b>Total =</b>	<b>500 points</b>

**Grading Scale:**

A 93-100%	465-500
A- 90-92%	450-464
B+ 88-89%	440-449
B 83-87%	415-439
B- 80-82%	400-414
C+ 78-79%	390-399
C 73-77%	365-389
C- 70-72%	350-364
D+ 68-69%	340-349
D 63-67%	315-339
D- 60-62%	300-314
F 0-59%	001-299 (or for plagiarism)

**Note about grades:**

Faculty assign grades, but they do not give them; rather, students must earn them. Grades represent a faculty member's impartial, professional evaluation of a student's work on a given assignment or in a given course. **Note on criteria:** Assignments that are comprehensive, precise, nuanced, and specific are better than assignments that are incomplete, imprecise, superficial, and general. Assignments will be judged according to these criteria:

1. Correctness: No credit can be given to incorrect answers.
2. Completeness: Does the answer thoroughly respond to the question?
3. Coherence: Does the answer stick to the point or does it meander?
4. Competence: Is the answer properly expressed? (grammar, style, documentation)
5. Clarity: Does the answer employ the appropriate technical terms from the course? Are the relationships between ideas made clear through transitional phrases or precise commentary? Have you been more specific than general in your analysis?

**NOTICE:** While this syllabus is considered generally binding, the professor reserves the right to make changes to content, deadlines, instructional techniques, or other elements of the course.

*Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email [ecds@ferris.edu](mailto:ecds@ferris.edu) to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.*

*Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.*

## Tentative Course Outline

**PHIL 203: Ancient and Medieval Philosophy      Fall 2015**

### **Week One:**

9/01: Intro to course and to philosophy (“Pre-Pre-Socratic Philosophy”)

9/03: Pre-Socratic Philosophy

### **Week Two:**

9/08: Pre-Socratic Philosophy

9/10: Plato

### **Week Three:**

9/15: Plato

9/17: Plato

### **Week Four: Semester Project Proposal Due**

9/22: Plato

9/24: Plato

### **Week Five:**

9/29: Plato

10/01: Aristotle

### **Week Six:**

10/06: Aristotle

10/08: Aristotle

### **Week Seven:**

10/13: Aristotle

10/15: **Exam #1: Early Greek Philosophy**

### **Week Eight:**

10/20: **Epicureanism: Epicurus and Lucretius**

10/22: **Epicureanism: Epicurus and Lucretius**

**Week Nine: (mid-term grades due on Monday)**

10/27: **Stoicism:** Zeno, Epictetus, and Marcus Aurelius

10/29: **Stoicism:** Zeno, Epictetus, and Marcus Aurelius

**Week Ten:**

11/03: **Skepticism:** Pyrrho of Elis, Sextus Empiricus

10/05: **Skepticism:** Pyrrho of Elis, Sextus Empiricus

**Week Eleven:**

11/10: **Cynicism:** Diogenes, Peregrinus Proteus

11/12: **Eclecticism?:** Cicero

**Week Twelve: Semester Project Rough Drafts Due**

11/17: **Exam #2: Hellenistic and Roman Philosophy**

11/19: **Neoplatonism:** Plotinus

**Week Thirteen:**

11/24: **Medieval Philosophy:** Overview

11/26: **THANKSGIVING**

**Week Fourteen:**

12/01: **Medieval Philosophy:** "The Divine Ideas" essay plus sample texts

12/03: **Medieval Philosophy:** "The Divine Ideas" essay plus sample texts

**Week Fifteen:**

12/08: **Medieval Philosophy:**

12/10: **Medieval Philosophy and Review for Exam**

**Finals Week:**

**Final Exams: PHIL 203-001**

**Wednesday, December 10, 2:00-3:40**

**Grades Due: Wednesday, December 16, at 2:00**



Dr. John Scott Gray  
 Office: JOH 110  
 Office Hours: MWF 1:00-1:50  
 and T 1:15-2:45 in JOH 110  
 Office Phone: 231-591-3515  
 Email: JohnScottGray@ferris.edu

**Ferris State University**  
**Course Syllabus**  
**Phil 204 – Modern Philosophy – Spring 2016**  
**Section #1 – M/W 3:00-4:15, IRC 107**  
**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 the world, enhancing their quality of life.

**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. Nietzsche
- f. Political and/or Moral Theory (Hobbes, Locke, Rousseau)

**7. TEXTS:**

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

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

Nietzsche, *On the Genealogy of Morals*, (translated by Ian Johnston). Accessed online at: <http://records.viu.ca/~johnstoi/Nietzsche/genealogytofc.htm>

**8. SCHEDULE OF ASSIGNMENTS (parenthesis indicate introductory readings):**

January 11 – Introduction to Course Requirements

January 13 – What is Modern Philosophy? The Birth of the Modern Age, E pgs (19-23)

January 18 – MLK Day, NO CLASS

January 20 – Bacon, E pgs 39-48

January 25 – Galileo Galilei, E pgs 49-54

January 27 – Descartes, E pgs 55-60

February 1 – Newton, E pgs 70-74

February 3 – Descartes' *Meditations*, E pgs (75-80), 81-88, 88-91

February 8 – Descartes, E pgs 91-96

February 10 – Descartes, E pgs 96-105, 105-110

February 15 – Descartes, E pgs 110-114, 114-123

February 17 – No Class – Please submit meditation assignment via email

February 22 – Replies to Descartes, E pgs 132-134, 135-136, 145-150

February 24 – Leibniz's *Theodicy*, E pgs (151-152), 257-262

February 29 – Leibniz's *Monadology*, E pgs 263-272

March 2 – Midterm Exam

March 7 and 9 – Spring Recess (NO CLASS)

March 14 – Introduction to Empiricism, L pgs (17-20), Locke, L pgs 21-33

March 16 – Locke, L pgs 33-45

March 21 – Locke, L pgs 45-51

March 23 – Hume, L pgs 75-85, 85-90

March 28 – Hume, L pgs 90-99

March 30 – Critics of Empiricism - Leibniz, L pgs (113-115), 117-122

April 4 – Reid, L pgs 133-139  
 April 6 – Kant, L pgs (141-144), 145-160

April 11 – Kant, L pgs 160-172  
 April 13 – Kant, L pgs 172-184

April 18 – The Jump from Kant to Nietzsche  
 April 20 – Nietzsche’s Genealogy of Morals, essay 1

April 25 – Nietzsche’s Genealogy of Morals, essay 2  
 April 27 – Nietzsche’s Genealogy of Morals, essay 3

**FINAL EXAM – Tuesday, May 3 at 2pm**

**9. METHOD OF DETERMINING STUDENT GRADE:**

A. Final exam	20%
B. Midterm exam	10%
C. Two 4-6 page Essays/Position Papers (or art project)	20% each (40% total)
D. In-Class Presentation on Reading Assignment	10%
E. In-Class Assignments	20%

A. The final exam will include identification and 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. The midterm exam is a shorter version of the final that focuses on the rationalism movement. The midterm exam will be used to evaluate student achievement of course objectives A and B.

C. 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.

As a substitute for one of the standard writing assignments, a student may complete an artistic project. This option requires you to design and create a work of art specifically for this course. You may create a musical performance, you may paint, sculpt, photograph, etc. You may write a set of poems or a story. You need only have the idea approved by me in advance. Perhaps a line or question from one of our readings can serve as your inspiration. You will also need to write a didactic in which you make the art meaningful in light of our course content, being sure to quote from our primary readings. (The weight of the grade will rest mostly on the quality of the didactic—250-400 words). Be warned – it will more than likely be much easier to write a traditional paper. Please also be aware that these completed assignments will not be returned but will remain in the possession of the instructor.

**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.**

D. 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 (see section E) 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.

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. Attendance and participation will also be considered in this portion of the grade. Each time you have an unexcused absence, 4 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.

This syllabus may be revised by the instructor as the semester progresses, so if you are unable to attend a particular class, contact the instructor or a classmate for important updates.

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## Dr. John Scott Gray



Humanities Department  
 Ferris State University  
 Johnson Hall 110  
 1009 Campus Drive  
 Big Rapids, MI 49307  
 231-591-3515  
 johnscottgray@ferris.edu

### 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

2014	FSU Faculty Research Fellowship
2012-2013	FSU Research Sabbatical (Spring Semester)
2011	FSU Timme Grant
2009	Promoted to Associate Professor
2006-2010	FSU Humanities Faculty Development Grant (Five 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

### PUBLICATIONS

"Buford, Kohak, and a Renewed Understanding of the Personal Nature of Time," *The Personalism of Thomas O. Buford*, Vernon Press, forthcoming.

"Being versus Seeming: Socrates and the Lessons of Francis Underwood's Asides," *House of Cards and Philosophy: Underwood's Republic*, Hoboken, NJ: Wiley & Sons, 2015.

*Introduction to Popular Culture* (with Randy Groves and Robert Quist), Dubuque, Iowa: Kendall Hunt Publishing Company, 2013.

"The Senior Black Correspondent: Placing Satire into a Mouth that Can Say What Needs to be Said," *The Ultimate Daily Show and Philosophy*. Blackwell, 2013.

"'Vote or Die, Bitch' – Does Every Vote Count in a Two-Party System?" *The Ultimate South Park and Philosophy: Respect My Philosophah!*, Blackwell, 2013.

"Playing Through? Considering the Status of Race and Sex in Golf," *Golf and Philosophy*, University Press of Kentucky, 2010.

"Rawls' Principle of Justice as Fairness and Its Application to the Issue of Same-Sex Marriage," *Philosophy and Sex* (4<sup>th</sup> edition), Prometheus Books, 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.

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## 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"

"Finding the Place for Civil Disobedience within John Dewey's Democratic Philosophy"

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**PAPERS PRESENTED**

- "Dewey and the Movement to Home-Schooling," John Dewey's *Democracy and Education* 100 Years On: Past Present and Future Relevance, Cambridge University, Cambridge, U.K., September 30, 2016.
- "Buford, Kohak, and a Renewed Understanding of the Personal Nature of Time," 13<sup>th</sup> International Conference on Persons, Boston University, Boston, MA, August 5, 2015.
- "The Identity of the Hockey Player: Film versus Reality," Fifth International Conference on Sport and Society, University of Toronto, Toronto, Canada, July 31, 2015.
- "Recovering Dewey's Conception of Civil Disobedience," Midsouth Philosophy Conference, Rhodes College, Memphis TN, Feb. 21, 2014.
- "Now We're Moving: The Ethics of Mass Transit in America's Future," Society for Utopian Studies, Charleston, SC. November 16, 2013.
- "Exploring John Dewey and the World Around Him: A Sabbatical of Scholarship (and other hijinx....)," FSU Department of Humanities Colloquium Series, Ferris State University, Big Rapids, MI, October 17, 2013.
- "Hallowed Grounds: Professional Stadiums as Utopian Gardens in the 21<sup>st</sup> Century," Earth Perfect: Nature Utopia and the Garden, Newark, DE, June 6, 2013.
- "Fairways or unfair ways: The negative impact of golf on our environmental consciousness," 39<sup>th</sup> Annual International Association for the Philosophy of Sport Meeting, Rochester, NY September 9, 2011.
- "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.
- "B.E.S.T. Practices (Believing, Educating, Sharing, Training)," (co-presented with four other faculty), FSU Department of Humanities Colloquium Series, Ferris State University, Big Rapids, MI, March 29, 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 Psychical,'" **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.

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## INVITED PRESENTATIONS AND COMMENTARIES

- Invited Presentation – "Lunch and Learn: Cultural Capitals Study Abroad to Italy, France and Spain," Honors Program, Ferris State University, December 3, 2015.
- Invited Keynote Address – "Honor: A Question of Tense?" National Society of Collegiate Scholars 2015 Induction Ceremony, Ferris State University, October 4, 2015.
- Commentary – "God Bless America, and No Place Else: Calloway and Patriotism," **Midsouth Philosophy Conference**, Memphis, TN, Feb. 22, 2014.
- Invited Presentation – "The Socratic Core of Western Philosophy," Humanities 100 taught by Rachel Foulk, Ferris State University, October 24, 2013.
- Invited Presentation – "The Socratic Quest in Philosophy: Seeking the Examined Life," Roosevelt University, Middleburg Netherlands, February 28, 2013.
- Invited Presentation – "The Philosophy of Sports Clarified," Communication 390 (Sports Communication, taught by Sandy Alspach), Ferris State University, April 6, 2012.

- Invited Panel Presentation – “Capitalism, Morality and Political Economy,” (with Mark Brandly and Donald Roy), and Ferris State Economics Club and Political Engagement Project, Ferris State University, Big Rapids, MI, November 9, 2011.
- Invited Presentation – “A Philosophy of Plague in the 21<sup>st</sup> Century,” History 280 (History of Medicine, taught by Barry Mehler), Ferris State University, September 13, 2011.
- Invited Keynote Address – “Finding Character in a Career Driven World,” Lambda Pi Eta Honor Society Induction, Ferris State University, March 1, 2010.
- 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-Comeing 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 through Fall 2016)**

Assistant/Associate Professor -- Phil. 115 - Introduction to Philosophy (ten sections)  
 Phil. 203 - Ancient Philosophy  
 Phil. 204 - Modern Philosophy (eight sections)  
 Phil. 216 - Introduction to Ethics (thirteen sections)  
 Phil. 217 - Introduction to Logic (thirteen sections)  
 Phil. 220 - Ethics in Healthcare (thirteen sections)  
 Phil. 218/290 - Philosophy of Sex and Love (twenty sections)  
 Phil. 310 - Contemporary Philosophy (two sections)  
 Phi. 315 – Political and Social Philosophy (four sections)  
 Phil. 320 - Bioethics (four sections)  
 Phil. 350 – Special Topics in Philosophy (Philosophy of Sport)  
 Relg. 215 - Comparative Religions (nine sections)  
 Relg. 325 – Eastern Religions (two sections)  
 Survey 331 - Engineering Ethics (two sections)  
 Humanities 240 - Popular Culture  
 Humanities 290 - Race, Class and Gender in American Pop Culture  
 Independent Studies (ten) in Philosophy of Sex & Religion,  
 Advanced Studies in Gender, Sci-Fi and Philosophy,  
 Existentialism, Television as Philosophy, LSAT logic, John  
 Locke, Plato, Advanced Foundations of Ethics, Advanced Logic  
 Study Abroad Trip to Italy (Summer 2014)  
 Study Abroad Trip to Italy, France and Spain (Summer 2016)

### **UNIVERSITY COLLEGE ROOSEVELT AT MIDDELBURG, NETHERLANDS (Summer 2014)**

Guest Instructor – The Art of Logical Thinking

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

Lecturer – Logic, Environmental Ethics, Philosophy of Sex and Love, Directed Study on Nietzsche, Social Environment of Business -- Business Ethics, Selected Topics in Business -- Topics in Ethics and MBA 675 - Business Ethics

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

Instructor -- Classes included: Ethics, Logic, Comparative Religions, Special Topics (three): [Philosophy of Christianity and the Bible and Philosophy of Sex and Gender], Intro to Philosophy, Social and Political Philosophy, World Literature (online), Modern Literature (online), and Independent Studies (five): [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 -- Ethics and Moral Problems, Intro to Philosophy, and American Government

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

Instructor -- Poli. Sci. 1101 - State / Local Government, Poli. Sci. 2101 - American Political Theory, and Phil. 2104 – Ethics

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**TRAININGS AND SEMINARS COMPLETED:**

Fall 2014	2014 Assessment Institute in Indianapolis (IUPUI)
Spring 2014	Self-Compassion and Emotional Resilience, with Kristin Neff, PhD
Summer 2012	Great Teachers Facilitator (with GRCC)
Fall 2011	Blackboard Training (Level 1)
Summer 2011	Great Teachers (with GRCC)
Spring 2010	Getting Students to Read Critically
Spring 2008	Ferris Connect
Fall 2007	Critical Thinking
Summer 2007	Writing in the Classroom

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**UNIVERSITY, DEPARTMENTAL AND PUBLIC SERVICE:**

2015-17	FSU Academic Senate
2014-16	Humanities Department Planning Committee
2014-16	Humanities Area Coordinator
2014-15	University Curriculum Committee
2013	Humanities Dept. Chair Selection Committee (chair)
2012-16	University Cultural Enrichment Sub-Committee (Chair since Fall 2014)
2009-10, 15-16	Chair, Academic Program Review of the Philosophy Minor
2008-09	Humanities Representative to College Sabbatical Committee
2008-09	Ethics Consultant and Project Participant for Caring for the Community: Preparing for an Influenza Pandemic (Centers For Disease Control Grant ran through Spectrum Health Hospital of Grand Rapids, MI)
2007-16	University General Education Committee
2007-16	Humanities Rep., College Curriculum Com. (Chair since Fall 13)
2007-16	Humanities Department Curriculum Committee (Chair since Fall 08)
2007-16	Philosophy Minor Adviser
2007-08	Canadian Lakes Players Vision Committee
2006-16	Canadian Lakes Players
2005-06	Assistant Little League Baseball Coach - Eureka, CA
2005-06	Judge for Humboldt County Science Fair
2004-05	SIC Strategic Planning Committee, Assigned to the Special Sub-Committee Regarding Core Values
2004-05	Faculty Sponsor for SIC Film Club
2004-05	SIC Faculty Judge for the 2005 Illinois Community College Trustees Association Paul Simon Essay Contest
2003-05	Student Support Services Faculty Mentor - Southeastern IL College

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**ARTICLE REVIEWER FOR THE FOLLOWING JOURNALS**

Essays in Philosophy  
 Journal of International Women's Studies  
 Interdisciplinary Humanities  
 Review Journal of Political Philosophy

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**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  
Society for Utopian Studies  
William James Society

## Vita

**J. Randall Groves, M.A., M.A., PhD**  
**Professor of Philosophy and Humanities**  
**Ferris State University**

13533 140th Ave  
Rodney, MI 49342  
231-598-2378

[grovesj@ferris.edu](mailto:grovesj@ferris.edu)  
[bebopguitar@yahoo.com](mailto:bebopguitar@yahoo.com)

Dept. of Humanities  
Ferris State Univ.  
Big Rapids, MI 49307

### **Personal:**

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

### **Education:**

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

### **Areas of Specialization:**

Comparative Civilizations, Philosophy of Culture, Philosophy of Mind.  
Medical Ethics

### **Teaching Experience:**

Visiting Professor-Dankook University, South Korea, summer 2011.  
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, 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:**

“History, Ethics and the Interpretation of the Mahabarata,” *Journal of Indian Philosophy and Religion*. Spring 2016.

“The Commentarial Engine,” *Comparative Civilizations Review*, Spring 2015.

“The Divine Ordinary: What the West can learn from Chinese Philosophy,” *Journal of East West Thought*, Fall, 2014

“Cambodian Identity,” *Comparative Civilizations Review*, Spring 2014.

“The Globalization of Music,” *ISCSC Newsletter*, 2014.

“The Aryan Hypothesis and Indian Identity, *Journal of Indian Philosophy and Religion*,” Spr 2014.

“A Topology of Cultural Identity,” *Journal of East West Thought*, Fall, 2013

“Conservatism and Rationality: A Review of David Rosner’s *Conservatism and Crisis*,” *Comparative Civilizations Review*, Winter 2013

*Introduction to Global Popular Culture*, with John Gray and Robert Quist. Kendall Hunt. (2012)

“Canon and Grand Narrative in the Philosophy of History,” *Journal of East West Thought*, February 2012.

“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*, vol 23 issue 2.

“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 (2<sup>nd</sup> edition) and 2004 (3<sup>rd</sup> 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 Origins of Religion and the New History of Reason.” International Society for the Comparative Study of Civilizations, Rio De Janeiro, Brazil, 2016



“Mind, Meme and Myth: A theory of the origins of Human Mentality and its Implications for the Study of Civilizations,” Conference of the International Society for the Comparative Study of Civilizations, Monmouth University, 2014

“Conservatism and Rationality: A Review of David Rosner’s *Conservatism and Crisis*,” Conference of the International Society for the Comparative Study of Civilizations, Pacific Grove, CA, 2013

“A Comparativist’s Guide to Southeast Asia by way of Charles Higham’s *Civilization of Angkor*,” Conference of the International Society for the Comparative Study of Civilizations, Pacific Grove, CA, 2013

“Memetics and Cultural Studies,” Ege University 14<sup>th</sup> International Cultural Studies Conference, Izmir Turkey, 2013.

Ricardo Duchesne’s *Uniqueness of the West: A Review*, Conference of the International Society for the Comparative Study of Civilizations, Washington, DC, 2012.

“Replication and Imagination: the movement of visual images across Asia past and present.” Asian Cultural Studies Association Conference, Bangkok, Thailand, 2011.

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

“Memetics and Globalization.” Asian Conference on the Arts and Humanities. Busan, South Korea, summer, 2010.

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

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

“The Memetics of Terror Rhetoric,” Bethany College Conference on War, Terror and Peace. West Virginia, November 15, 2007.

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

“Postmodern Monsters,” 3rd Global Conference Monsters and the Monstrous: Myths and Metaphors of Enduring Evil, Budapest, Hungary, May 2005.

“Chinese Mentality and Chinese Identity,” 3<sup>rd</sup> Annual Hawaii International Conference on Arts and Humanities, Honolulu, January, 2005.

"The Aryan Hypothesis and Indian Identity," 3<sup>rd</sup> 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.

## RACHEL FOULK

Department of Humanities  
 Ferris State University  
 1009 Campus Drive  
 Big Rapids, MI 49307

Phone: 231-591-2776  
 Fax: 231-591-2188

Email: [foulkr@ferris.edu](mailto:foulkr@ferris.edu)

### RESEARCH INTERESTS

Art, architecture, and archaeology of ancient Greece and Rome  
 Roman painting  
 Landscape studies

### EDUCATION

Ph.D. Emory University, Art History, 2011  
 Dissertation: "Politics of Place: Landscape Painting in Imperial Rome"  
 (Advisor: Eric R. Varner)

M.A. Emory University, Art History, 2007  
 Thesis: "Microcosms of Imperial Taste and Power: The Landscape Paintings of the *Domus Aurea*"

B.A. The University of Texas at Austin, Art History, 2003

### ACADEMIC APPOINTMENTS

#### Ferris State University, Big Rapids, MI

Associate Professor of Art History, Department of Humanities, 2014-present  
 Assistant Professor of Art History, Department of Humanities, 2011-2014

#### Courses Taught:

Introduction to the Humanities (HUMN 100)  
 Introduction to Art History I: Prehistory through the Middle Ages (ARTH 110)  
 Introduction to Art History II: Renaissance through Modern Art (ARTH 111)  
 Greek and Roman Art & Archaeology (ARTH 290/ARTH 250)  
 The Art of Italy: Ancient to Contemporary (ARTH 390, study abroad course)

Cultural Capitals: Rome, Florence, Paris, and Madrid (ARTH 390, study abroad course)

Georgia State University, Atlanta, GA

Instructor of Art History, Ernest G. Welch School of Art and Design, 2011

Courses Taught:

History of Western Art II: Renaissance through Contemporary Art (AH 1750)  
The History of Art Since 1900 (AH 2000)

Savannah College of Art and Design, Atlanta, GA

Adjunct Professor of Art History, Department of Art History, 2010

Courses Taught:

Survey of Western Art I: Paleolithic to Late Medieval Art (ARTH 100, online course)  
Survey of Western Art II: Renaissance to Contemporary Art (ARTH 110)  
Ancient Art and Architecture (ARTH 281)

Emory University, Atlanta, GA

Teaching Assistant, Departments of Art History and Classics, 2004-2011

**PUBLICATIONS**

"Gardens and the Larger Landscape," with K.D. Cook, in *A Cultural History of Gardens, Volume 1: Antiquity*, edited by Kathryn Gleason, Michael Leslie, and John Dixon Hunt, 177-196. London: Bloomsbury, 2013.

Abstracts published in:

Archaeological Institute of America Annual Meeting Abstracts, 2013, 2009  
College Art Association Annual Conference Abstracts, 2010

Online Virtual Exhibition: Wrote and edited several entries on the architecture of for the Interactive Plan of website exploring the Sanctuary of the Great Gods, Samothrace.

(<http://samothrace.emory.edu/visualizing-the-sanctuary/interactive-plan>)

## WORK IN PROGRESS

*Politics of Place: Landscape Painting in Ancient Rome* (book)

“The Esquiline Landscape Calendar beneath Santa Maria Maggiore: Time and Imperial Authority in a Roman House” (article)

“Patron’s Tomb Garden: Fashioning Family Identity in Augustan Rome” (article)

“What’s for Dinner? Still Life Painting and the Culture of Hospitality in Ancient Roman Houses” (article)

## OTHER PROFESSIONAL EXPERIENCE

### Museum Experience

Andrew W. Mellon Curatorial Intern, Michael C. Carlos Museum, Emory University, Summer 2009. Catalogued and researched Shubin collection of ancient engraved gemstones.

Intern, Jack S. Blanton Museum of Art, University of Texas at Austin, Spring 2003

O’Donnell Intern, Meadows Museum of Art, Southern Methodist University, Summer 1999

### Field Experience

Archaeological Assistant, Ancient Stabiae Garden Project, excavations at Villa Arianna at ancient Stabiae, Castellammare di Stabia, Italy (Directors: Kathryn L. Gleason and Thomas Noble Howe), Summer 2010

Archaeological Assistant, Institute of Fine Arts, New York University, excavations at the Sanctuary of the Great Gods, Samothrace, Greece (Directors: James R. McCredie and Bonna Wescoat), Summer 2006

Participant in Summer Program in Archaeology, American Academy in Rome (Director: Nicola Terrenato). Excavations at Classe Harbor, Ravenna, Italy (Director: Andrea Augenti), Summer 2005

## FELLOWSHIPS AND AWARDS

- Faculty Research Fellowship, Office of Academic Research, Ferris State University, Spring and Fall 2013

- Emory University Woman's Club Memorial Award in Graduate Research, 2010-2011
- Samothrace Research Fellowship, Collaborative Research in the Humanities Grant, Emory University, Fall 2009
- Gulnar Bosch Travel Assistance Award from the Southeastern College Art Conference for presentation at the Annual Meeting, 2009
- Thomas Lyman Research and Travel Fellowship, Emory University, Fall 2009, Summer 2005 (Italy)
- Professional Development Support Competitive Research Award for dissertation research, Emory University, Fall 2009, Summer 2008
- Graduate Student Travel Award from the Archaeological Institute of America for presentation at the 110<sup>th</sup> Annual Meeting, 2009
- Andrew W. Mellon Dissertation Seminar Grant, Emory University, Spring & Summer 2008
- Emory University Laney Graduate School of Arts and Sciences Fellowship, 2003-2007
- Summer Travel and Research Grant, Art History Department, Emory University, 2007 (Italy), 2006 (Greece)
- Tuition Scholarship for Summer Program in Archaeology from the American Academy in Rome, 2005
- Art History Language Study Fellowship, Emory University, 2004
- College Scholar Award, University of Texas at Austin, 2003, 2002, 2001
- Normandy Scholar, University of Texas at Austin, 2001

### CONFERENCE AND SYMPOSIUM PRESENTATIONS

"A Feast for the Eyes: Still Life Painting and the Culture of Hospitality in Ancient Rome." Annual Conference of the Midwest Art History Society. Chicago, IL, April 8, 2016.

"Patron's Tomb: Fashioning Family Identity in Augustan Rome." Annual Conference of the Mid-America College Art Association. San Antonio, TX, October 23, 2014.

"Patron's Tomb Garden: Life, Death, and Utopian Eternity in Ancient Rome." Earth Perfect? Nature, Utopia, and the Garden Symposium and Exhibitions. University of Delaware. Newark, DE, June 6-9, 2013.

"The Esquiline Landscape Calendar: Time, Nature, and Authority in Imperial Rome." 114<sup>th</sup> Annual Meeting of the Archaeological Institute of America. Seattle, WA, January 6, 2013.

"A Walk through the Seasons in Ancient Rome: Art and Text on the Esquiline Landscape Calendar." University of Iowa 25th Annual Art History Graduate Student Symposium: Art and Text. April 9-10, 2010.

“Shifting Points of View: Landscape, Painting, and Architecture at the Villa della Farnesina in Rome.” 98<sup>th</sup> Annual Conference of the College Art Association. Session: “Painting and the Built Environment,” sponsored by the Society of Architectural Historians. Chicago, IL, February 11, 2010.

“Pictures of Power: The Landscape Paintings of Nero’s *Domus Aurea* in Rome.” Southeastern College Art Conference. Mobile, AL, October 22, 2009.

“Roman Landscape Painting in its Archaeological Context: The Villa della Farnesina, Rome.” 110<sup>th</sup> Annual Meeting of the Archaeological Institute of America, Poster Session. Philadelphia, PA, January 8-11, 2009.

### **CONFERENCE SESSIONS CHAIRED**

“Imaginary Worlds: Art as Mediator between Fact and Fiction.” Session Chair with Anthony F. Mangieri. Southeastern College Art Conference. Pittsburgh, PA, October 21-24, 2015.

“Patron-Viewer-Artist and the Art of the Ancient World.” Session Chair with Anthony F. Mangieri. Joint Meeting of the Southeastern College Art Conference and the Mid-America College Art Association. Richmond, VA, October 20-23, 2010.

### **CONFERENCE PRESENTATIONS ON TEACHING AND LEARNING**

“Collaborative Learning through a Practice of Creation.” Presented with Anthony F. Mangieri. New England Faculty Development Consortium Fall 2015 Conference. East Greenwich, RI, November 13, 2015.

“Collections, Education, and Community.” Presented with Carrie Weis, Annual Conference of the Michigan Museums Association. Bay City, MI, October 10, 2013.

### **PUBLIC AND INVITED LECTURES**

“Art and the Monuments Men.” Invited guest lecture for the Phi Alpha Theta History Honor Society’s History Week and Celebration of Veterans. Ferris State University, November 11, 2015.

“Roman Villas: Landscape, Architecture, and Painting.” Invited guest lecture in Critique of Architecture course, M. Arch. Program, Kendall College of Art and Design of Ferris State University, September 9, 2014.

“The Art of Gardening in Ancient Rome.” Big Rapids Festival of the Arts, February 25, 2014.

“An Introduction to the Ancient Greek Olympic Games.” Invited guest lecture in Sports Speakers Series, Sports Leadership Institute of Ferris State University, February 3, 2014.

“More than a Pretty Face? Ideals of Beauty in Art.” Honors Program Lunch and Learn, Ferris State University, April 4, 2013.

“The Art of Monet’s Gardens.” Big Rapids Festival of the Arts, February 20, 2013.

“Designing the View: The Politics of Landscape Painting in Imperial Rome.” The Humanities Colloquium Series, Ferris State University, February 23, 2012.

“A Room with a View: Ancient Roman Landscape Painting and Domestic Space.” Emory University Woman’s Club Meeting, March 22, 2011.

With Bonna Wescoat, Vicki Hertzberg, Susan Blevins, and Kyle Thayer. “Dig Night: Framing the Mysteries in the Sanctuary of the Great Gods, Samothrace.” Michael C. Carlos Museum, Emory University, December 8, 2009.

“The Roman Arch: Architectural Innovation and Honorary Monument.” Savannah College of Art and Design. Atlanta, GA, May 14, 2009.

“Microcosms of Imperial Taste and Power: The Landscape Paintings of the *Domus Aurea*.” Annual Art History Departmental Symposium, Emory University, February 9, 2007.

## **STUDENT RESEARCH SUPERVISED**

Faculty Mentor to Kacie Krogman for the project “Love, Beauty, and Sexuality: Women in the Guise of Venus on Ancient Roman Sarcophagi.”

Presented at the Annual Conference of the Midwest Art History Society. Chicago, IL, April 7-9, 2016.

Project awarded Student Research Fellowship, Office of Research and Sponsored Programs (Formerly Office of Academic Research), Ferris State University (Summer 2015).

Faculty Mentor to Tyler Felty for the project “Menerva in Etruscan Art: Warriorhood, Motherhood, and the Role of Women in Ancient Tuscany.”



Presented at the Annual Conference of the Mid-America College Art Association. San Antonio, TX, October 23, 2014.

Project awarded Student Research Fellowship, Office of Academic Research, Ferris State University (Summer 2013).

Project extended with Student Research Assistantship, Office of Academic Research, Ferris State University (2013-2014 academic year).

## **FACULTY DEVELOPMENT WORKSHOPS ATTENDED**

Council for Undergraduate Research: Mentorship, Collaboration and Undergraduate Research in the Social Sciences and Humanities Institute at Calvin College, Grand Rapids, MI, March 23-25, 2012

### Faculty Center for Teaching and Learning, Ferris State University

- Interdisciplinary Innovations: Crime and Climate Change, February 26, 2013
- Making Connections with the Grand Rapids Communities Our Students Call Home (with Center for Latin@ Studies), September 28, 2012
- Selected Sessions, New Faculty Transition Program, 2011-2012
- New Faculty Orientation Week, August 15-19, 2011

## **SERVICE TO FERRIS STATE UNIVERSITY**

### Department of Humanities

- Program Coordinator and Advisor, Art History Minor, 2012-present
- Created new Art History course: Greek and Roman Art & Archaeology (ARTH 250)
- Coordinator, Humanities Colloquium Series, 2012-present
- Member, Humanities Department Curriculum Committee, Fall 2011-present
- Co-founder and co-developer of new Museum Studies Minor (in progress)

### College of Arts and Sciences

- Member, Special Grants Committee, 2013-present
- Advisor, Pre-Pharmacy Program, 2012-2016
- Member, Taskforce for the Jim Crow Museum of Racist Memorabilia, 2012-2013
- Member, College of Arts and Sciences Curriculum Committee, Spring 2013 (temporary member filling in for colleague on sabbatical)

### University Wide

- Senator, Academic Senate, 2015-present
- Member, Library/Historical/Archival Committee (a committee of the Academic Senate), 2012-present

- Member, Organizing Committee for the new Ferris Museum of Sexist Objects, 2013-present
- Member, Festival of the Arts Committee, 2014-2015
- Content Contributor, BEYOND: Diversity Exhibit, Office of International Education, Fall 2014
- Invited Panelist, Art History Career Day, Kendall College of Art and Design of Ferris State University, March 21, 2014
- Member, Committee for BEYOND: Mythology, Office of International Education, 2013-2014
- Member, Faculty Center for Teaching and Learning Advisory Group, 2013-present
- Reviewer, Student Research Assistantship applications, Office of Academic Research, Fall 2012
- Invited Panelist, New Faculty Orientation Week, Faculty Center for Teaching and Learning, August 2012
- Judge, Campus-wide Speech Contest, Fall 2012, Fall 2011

### **SERVICE TO THE COMMUNITY**

- Co-Developer and Presenter of Teachers' Workshop on "Teaching with Primary Resources from Museum Collections" for the Grand Rapids Public Museum. Presented March 22, 2014 and May 2, 2014.
- Team Member for IMMERSIVE and the Grand Rapids Museum School, an educational collaboration between the Grand Rapids Public Museum, Grand Rapids Public Schools, and Kendall College of Art and Design of Ferris State University.

### **PROFESSIONAL AFFILIATIONS**

Archaeological Institute of America  
 College Art Association  
 Mid-America College Art Association  
 Southeastern College Art Conference

# Susan Morris, PhD

Professor, Philosophy  
Department of Humanities  
Ferris State University

## EDUCATION

1998 Ph.D. Philosophy, Southern Illinois University at Carbondale  
1981 M.A. English, Eastern Illinois University  
1979 B.A. Communication: Film & Photography, Eastern Illinois University

## TEACHING EXPERIENCE

1998-present Ferris State University, Humanities Dept.; Su 05, Lang & Lit. Dept.  
1998, spring Southern Illinois University, Women's Studies Graduate Seminar  
1996-1998 Southern Illinois University, English: Literature; Composition  
1995-96 Southern Illinois University, Philosophy Teaching Assistant: Ethics  
1993-94 Southern Illinois University, Philosophy Teaching Assistant: Ethics  
1981-1989 Eastern Illinois University, English: Literature; Composition  
1979-1981 Eastern Illinois, English Teaching Assistant: Developmental English; Tutor, Writing Center  
1981 Lakeland Community College: Composition, Technical Writing

## RESEARCH AREAS

Areas of Specialization: Race & Gender Theory, 20<sup>th</sup> century Continental Philosophy, Nietzsche, Film Studies

Areas of Competence: Aesthetics, Eastern Religions

## DISSERTATION

"Active Performativity: Friedrich Nietzsche and Judith Butler on Intelligibility, Cultural Otherness and the Possibility of Change."  
Addresses the problems and processes of change on the societal/cultural level related, particularly, to those 'othered' in society and in cultural economies  
Director: Dr. Genie Gatens-Robinson, Philosophy

## FELLOWSHIPS

1994-95 Dissertation Fellowship, Southern Illinois University, 11 months  
1992-93 Ph.D. Coursework Fellowship, Southern Illinois University, 11 months

## SCHOLARSHIP

## Publications

- Guest Editor: *Interdisciplinary Humanities Journal*, Special Issue on the (mis)Representing Race & Gender, Fall 2011  
As guest editor, I was responsible for picking all the papers in the issue, writing an introduction, and working with the editorial staff on publication preparations.
- "Targeting Black Masculinity: An Analysis of the (mis)Representation of Black Men in Early American Popular Culture," *Interdisciplinary Humanities Journal*, Special Issue on the (mis)Representing Race & Gender, Fall 2011
- "I Ching: Water Over Water," *Michigan Writers*, 2011 (poem)
- In process, book: *Buddhism in Film*
- "There is a Way through Constant Sorrow: Ferron and Eastern Thought" in *Singing for Themselves: Essays on Women and Popular Music*, ed. Patricia Spence Rudden, Cambridge Scholars Publishing, 2007
- "Film" in *The Greenwood Encyclopedia of World Popular Culture: North Africa and the Middle East*, ed. Lynn Bartholome, Greenwood Press, 2007
- "Rationality in a Dewdrop: Dogen's Zen and Kantian Ethics," *Insider*, issue 6, 2004
- Book Review: *Journal of Nietzsche Studies*, vol. 25, Sp., 2003
- "Spike Lee's 'Bamboozled': Political Parodic Postmodernism," *West Virginia University Philological Papers*, vol. 50, 2003
- "Articulating the Aesthetic in the Ethical: Aesthetics and the Ethics of Care," *Kinesis*, 1994
- "Misterioso," *Tamaqua*, 1990 (poem)

## Conferences: Papers &amp; Presentations

- Paper: " 'Testimony' in Context: Women's Music and Romantic Poetry," MMLA, Cleveland, OH, Nov. 2007
- Paper: "Ferron and Eastern Thought," Popular Culture Conference, Atlanta, GA, April, 2006
- Paper "Ferron and Eastern Thought," MMLA, Chicago, Nov. 2006
- Two-day Awareness Workshop/presentation on Racism and Sexism, representing Jim Crow Museum of Racist Memorabilia with 3 colleagues: John Thorp, David Pilgrim & Phillip Middleton National Reconnaissance Office, USA, Chantilly, VA, Feb. 2005
- Presentation: "The Great Chain of Being and 'Race'," American Association of Colleges and Universities, with John Thorp and Phillip Middleton, Nashville, TN, Oct. 2004
- Presentation: "Why not Teach the Hard Stuff?: Bamboozled and Race," American Council on Education, with Kimn Carlton Smith, John Thorp, David Pilgrim, Phillip Middleton, 2004
- Presentation: "The Great Chain of Being and 'Race',"

Aquinas College, with colleagues Rick Griffin and John Thorp, W, 2004

- Presentation: "The Great Chain of Being and 'Race'," American Association of Colleges and Universities, Nashville, TN, Oct. 2004
- Paper: "Sloan to the Rescue? The (Feminist?) Role of Sloan in *Bamboozled*" Women's Studies 9<sup>th</sup> Annual Conference: Women & Creativity, March, 2003
- Paper: "Spike Lee's 'Bamboozled': Political Parodic Postmodernism" Literature and Film Conference, University of West Virginia, October, 2002
- Paper: "Consciousness and/as Art: Phenomenology and the Art of Mona Hatoum" American Society for Aesthetics, Rocky Mt. Division, Santa Fe, NM, 2001
- "Digital Anxiety: Digital Arts and the History of Aesthetics (Kant, Heidegger, Adorno)" Society for the Philosophic Study of the Contemporary Visual Arts, American Philosophical Society, Chicago, April 2000
- "Rationality in a Dewdrop: Zen and Kant on Ethics" Indian and Comparative Religions Conference, April, 2000 Ferris State University
- "Postmodernism and End-Thinking: Is Postmodernism Modernism's Utopic Dystopia?" 14<sup>th</sup> Annual International Conference in Literature, Visual Arts, and/or Cinema: Utopia & Dystopia, 1999, Atlanta, GA
- "Locating the Point of Political Resistance: Foucault on Agency," Mid-South Philosophy Conference, 1996
- Response to Joanna Crosby's "Solving the Problem of Power: Truth and Foucault," Mid-South Philosophy Conference, 1996
- "Saying and Silence in Heidegger's On the Way to Language," Mid-South Philosophy Conference, 1994
- "Articulating the Aesthetic in the Ethical: Aesthetics and the Ethics of Care," Philosophical Collaborations Conference, 1994
- "The Relationship Between the Erotic and the Aesthetic: Plato and Kant on Art," American Society for Aesthetics, 1994
- "Consciousness, Knowledge and the Body in Nietzsche," Mid-South Philosophy Conference, 1993
- "On the Bodily Musical: An Approach to Kant's Critique of Judgment," American Society for Aesthetics, 1993
- "Irony and Thelonious Monk," Popular Culture Conference 1986

#### EDUCATIONAL CONFERENCES

- Presentation: "The Great Chain of Being and 'Race'," American Association of Colleges and Universities, with John Thorp and Phillip Middleton, Nashville, TN, Oct. 2004
- American Association for Higher Education, Assessment Conference, Denver, June, 2004
- American Association for Higher Education, Assessment

- Conference, Boston, June, 2002
- Association of American Colleges and Universities  
"The Engaged Scholar," Phoenix, AZ, Nov., 2001
- American Colleges and Universities/Association of American Colleges and Universities: "Educating All of One Nation" Albuquerque, Oct. 1999
- American Colleges and Universities/Association of American Colleges and Universities: "Diversity and Learning: Identity, Community & Intellectual Development"  
Philadelphia, PA, Nov. 1998
- "Equality Within the Classroom IX: Graduating Minorities Students"  
Michigan State University, March, 1999

## ACADEMIC SERVICE AT FERRIS STATE UNIVERSITY and Beyond

- \*Dissertation committee member for Michael Berghoef's Dissertation at Western Michigan University, topic: Blues Musicians and Technology
- \* Editorial Reader: *Interdisciplinary Humanities* (academic journal)
- \* Editorial Reader, *Journal of Indian Philosophy and Religion*

### University & College Academic Service

#### Committees and Positions:

- \* Diversity Mini-grant, Oct. 2015: Kate Johnston, Film Director and Writer: class presentation and university film showing event
- \* Chair, Honors Curriculum Committee, 2015-present
- \*Office of Multicultural Student Services Advisory Group, 2015
- Disabilities Liaison Committee, 2014-present
- Honors Committee: Honors Program Restructuring, 2014-15
- International Office year-long theme: Diversity, Advisory Board
- Diversity audit committees: Women and GLBT on Campus;
- Diversity audit committee: Disabilities on campus
- Coordinator, Jim Crow Museum, 2008-10
- Museum Facilitator and Educational Representative, 2000-2010
- Musician and Educator for Camp Idlewild, Su10
- Chair, Race, Ethnicity and/or Gender Committee F07-10
- Honors Council member, F06-10
- University General Education Coordinator, F 2002-2005
- Program Review "outside" committee member, Architectural Technology, A.S., College of Technology, 2005
- General Education and Student Learning Committee, W2004-05
- Planning Committee, CAS, F2002-present
- General Education Implementation Committee, W2004
- Senate Task Force Committee on General Education, W03
- Search Committee member, Dean of Arts & Sciences, 02-03
- University General Education Committee, Chair, F2002-2005
- University General Education Committee, 2001-2005

- Renaissance Committee (Artwalk), 2000-present
- Honors Program: Educator, 2000-2004
- Faculty Research Committee, 2001-02; 2002-03
- Search Committee, Director for the Center for Teaching, Learning and Faculty Development, F2001
- Principle grant writer, NEH grant for Jim Crow Museum, F2001, granted release time for project
- Curriculum Committee, Arts & Sciences, 2001-2005
- Chair, Global Consciousness Committee, W2001-W2005
- Attended: American Association for Higher Education, Assessment Conference, Denver, June, 2004
- Professional Development Committee, 2001-2002
- Attended: American Association for Higher Education, Assessment Conference, Boston, June, 2002
- Attended: Association of American Colleges and Universities "The Engaged Scholar," Phoenix, AZ, Nov., 2001
- Executive Board, FFA, 2001-02
- Professional Development Committee, 2000-01
- Cultural Enrichment Committee, 2000-01
- FLITE Barnum Mural Task Committee, 2000-03
- Participation in development of BA majors, minors and certificates for College of Arts & Sciences: Philosophy and Religion BA, Women and Gender Studies minor, Philosophy minor, Art History minor, Film Studies minor, African American Studies minor
- Student Organization Advisor: Earth Spirit (Earth Religions) 1999-2002
- Student Organization Advisor: Ferris Association of Gays, Lesbians & Bisexuals, 2000-2003
- Student Academic Advisor, 1999-present
- Editor, *Diversity Counts! Newsletter*, Arts & Sciences publication, 1999-2001
- Multi-Cultural Awareness Forum Series, 1999-2000: publicity, panel moderator, presenter
- Leadership Development Training, 2000
- Grievance Committee, Ferris Faculty Association, F1999; F2001
- Contract Review Committee, Ferris Faculty Association, F1999
- Arts & Lecture Committee, *ex officio*, 1998-99

#### Department of Humanities Academic Service

##### Committees and Positions

- Academic advisor, Film Studies minor, 2005-2013; 2015-present
- Academic Advisor, Women and Gender Studies minor, 2004-present
- Academic advisor, Religious Studies minor, 2013-14
- Chair, Humanities Curriculum Committee, F2001-04;F07
- Curriculum Committee member, Humanities Dept, 98-99;04-present
- Tenure Committee Chair, John Gray, F07-11
- Humanities Area Coordinator, S1999-W2001
- New Faculty Mentor

- Search Committee member: Philosophy faculty, 1998-99
- Search Committee member: Theatre faculty, Su 1999
- Search Committee member: Music faculty, Spring 2000
- Diversity Committee, 1999-00
- Committee for Developing MA Program in Humanities, 99-2002

## COMMUNITY VOLUNTEER SERVICE

- Jazz vocalist, northern Michigan venues
- Booker, local musicians in Big Rapids venues
- Chair, Committee for Big Rapids Bandshell Concert Series
- Member Big Rapids Foreign Film Festival Committee

## Presentations

- "Black Masculinity": presentation for International Office Diversity theme, 2014
- Panel on Michael Brown Shooting, International Diversity theme, 2014  
moderator and participant
- Lecture for Artworks! Foreign Film Society on "The Terrorist," Feb., 2006
- Lecture for Artworks! Foreign Film Society on "Holy Smoke," May, 2006
- Jim Crow Museum presentations (prior to being coordinator):
  - "Ghosts of Jim Crow," Jan. 06, Martin Luther King, Jr. Day events, Alma College; University of Michigan-Dearborn, 2010
  - "Thinking about Racism," awareness training at auto factory, Grand Rapids, MI
  - "Ghosts of Jim Crow," Feb. 06, Univ. of Michigan, Dearborn
  - "Ghosts of Jim Crow," Nov. 07, Ferris State University, 80 Visual Communication students from University of Michigan with Dr. Thorp, Dr. Carlton-Smith, and Dr. Middleton
- "Gothic Western: From 'The Searchers' to 'The Missing'," Humanities Dept. Colloquium, Nov. 2005
- "Eastern Religions" for American Association of University Women, Oct. 2005
- Panel for Student Residence Hall: Religion, 2005
- Panel for FSU Student Democrats, 2004
- Lecture for Artworks! Foreign Film Society on "Nosferatu," 2004
- Cultural Inheritances and Choice' Women's Mentoring Organization, March 2003
- "Business Ethics," Ethics panel for FLEX conference, FSU, Sept., 2002,
- "Leadership," Ferris NAACP, Sept. 2002
- "What Makes Zen Zen?" Fremont Area Public Library, Fremont, MI, Aug. 2001
- "The Art of Mona Hatoum, a Palestinian Artist" Humanities Colloquium Series, 2001
- "The History of Meditation," Earth Spirit student organization, 2001
- "Buddhism and Being Different," Nov., 2000, Ferris Association of Gays, Lesbians, and Bisexuals
- "Kwame Appiah: Racism and Heterosexism" Multi-cultural Awareness Forum, Ferris State University Lecture Series 1999
- "Thinking about Gender" Ferris Association of Gays, Lesbians & Bisexuals, 1999

## TEACHING: COURSES TAUGHT



## Philosophy

HUMN 115: Introduction to Philosophy  
 PHIL 203: Ancient through Medieval  
 PHIL 204: History of Western Philosophy: Modern Philosophy  
 PHIL 216: Ethics  
 PHIL 217: Critical Thinking (Logic)  
 PHIL 220: Ethics in Health Care  
 PHIL 305: Feminist and Gender Theory  
 PHIL 320: Biomedical Ethics  
 PHIL/SURE 331: Ethics in Technology  
 RELG 325: Eastern Religions  
 RELH 325: Eastern Religions: Honors

## Interdisciplinary Humanities/Cultural Studies

HUMN 100: Introduction to Humanities: 20<sup>th</sup> Century Humanities  
 HUMN 100: Introduction to Humanities: World Humanities  
 HUMN 105: Introduction to Women's Studies  
 HUMN 102: Renaissance to the Present in Humanities  
 FILM 235: American Movies  
 FILH 235: American Movies: Honors  
 FILH 290: International Film: Honors  
 PHIL 305: Feminist and Gender Theory  
 FILM 360: Race and Gender in Film  
 FILM 222: Introduction to Film  
 FILM 323: Directors  
 HUMN 240 Popular Culture  
 HUMN 230 Women, Art & Society  
 Women's Studies Graduate seminar: Women, Language & the Body,  
 Southern Illinois University at Carbondale

## English Writing & Composition

ENGL 250: English 2  
 Intermediate Expository Writing (Composition & Research Techniques):  
 in Computer Writing labs, Southern Illinois University  
 Introduction to Composition, Eastern Illinois University  
 Writing Center Tutoring, part of Teaching Assistant duties  
 Developmental Writing, Eastern Illinois University

## Literature

Western Literary Tradition, Southern Illinois University  
 Introduction to Literature, Eastern Illinois University

**Dr. Grant Snider**  
Associate Professor of Philosophy  
Ferris State University

Department of Humanities  
1009 Campus Drive  
Ferris State University  
Big Rapids, Michigan 49307-2280

Office: (231) 591-3615  
Email: [sniderg@ferris.edu](mailto:sniderg@ferris.edu)  
Facsimile: (231) 591-2188

**Education**

Ph.D. Purdue University 1999

Dissertation: *Far From Water: Fly Fishing and the Ethics of Pleasure*  
Committee: Vincent Leitch, Richard Dienst, Dino Felluga, Ramsey Eric  
Ramsey, and Mary Keehner

M.A. Kansas State University 1991  
American Literature with Creative Writing Emphasis  
Thesis: *A Single Light* (poetry) with critical after word  
Director: Johnathan Holden

B.S. Northern Arizona University 1987

**Professional Experience**

- \* Department of Humanities, Ferris State University 2006-present
  - Academic Head (non-teaching administrative position) (2006-2011)
  - Associate Professor of Philosophy (2011-present)
- \* Department of Humanities and Human Sciences, Point Park University
  - Associate Professor and Chair of Department, 2005-2006
  - Assistant Professor of Humanities, 2002-2005
- \* Department of Communication, Southwestern Michigan College
  - Full-time faculty, 1999-2002
- \* Department of Humanities, Indiana University at Kokomo
  - Adjunct faculty, 1996, 1998
- \* Department of English, Purdue University
  - Graduate Teaching Instructor, 1992-1999
- \* Department of English, Kansas State University
  - Graduate Teaching Instructor, 1987-1991

**Teaching:****Courses Taught at FSU:**

PHIL 115: Introduction to Philosophy:  
 PHIL 203: Ancient and Medieval Philosophy  
 PHIL 204: Modern Philosophy  
 PHIL 216: Introduction to Ethics  
 PHIL 290: The Good Life  
 PHIL 316: Applied Ethics  
 PHIL 320: Biomedical Ethics  
 PHIL 331: Engineering Ethics  
 PHIL 310: Contemporary Philosophy  
 PHIL 350: Philosophy of Sport (team-taught with John Scott Gray)  
 PHIL 350: Existentialism  
 PHIL 397: Therapeutic Philosophy  
 PHIL 397: Philosophy and Psychology  
 HUMN 100: Intro to Humanities

**Previous Courses:**

Love and Utopia  
 Living the Good Life  
 Utopian Fiction  
 Poetry Writing  
 Introduction to Philosophy  
 World Literature I and II  
 Literary Criticism  
 The Human Condition (Psych/Phil)  
 English Composition I and II

**Service:****FSU since 2006:**

- Department Tenure Committee, Chair
- Humanities Area Coordinator
- Department Assessment Committee, Chair
- Department Faculty Development Committee
- Faculty Tenure Committees for Rachel Foulk (ARTH) and Dale Skornia (MUSI)
- Academic Advisor for Pre-Pharmacy Program
- College Sabbatical Leave Committee
- Honors Faculty
- Faculty Senate Committee: Distinguished Teacher Award
- Office of Diversity and Inclusion: Diversity Mini-Grant Selection Committee
- College of Arts and Sciences Diversity Committee
- College of Arts and Sciences Assessment Committee
- College of Arts and Sciences Planning Committee
- Chair's Council (heads, chairs, and associate deans from across university)
- Michigan Energy Conference Planning Committee

**Point Park University (2002-2006):**

Department Chair, Department of Humanities and Human Sciences  
(Psychology, English, Global Cultural Studies, Human Resources, Political  
Science, History, Criminal Justice, Behavioral Sciences, Legal Studies)  
2005-2006

Coordinator of The University Experience (HUMA 150): 24 sections of a three-credit  
course on the First Year Experience. 2004-2006.

Secretary. Academic Personnel and Policy Committee. 2004-2006.

Secretary. Core Curriculum Subcommittee. 2004-2006.

Chair. Freshman Seminar Task Force. Spring 2004.

Library Oversight Committee. 2003-2004.

Search Committee for Director of Point Park Library. 2004.

Search Committee for Vice President of Academic Affairs. 2004.

Search Committee for Director of the Center for Information Technology. 2003.

Judge. Natural Sciences and Engineering Technology Poetry Contest. 2004-2005.

Judge. Presidential Scholarship Awards. 2002-2004.

Assisted IT Specialist, Karen Hall, in mentoring faculty on Blackboard.

Honors Program Steering Committee. 2003-2004.

**Southwestern Michigan College (1999-2002):**

Founding Co-Director of the Teaching and Learning Center at Southwestern  
Michigan College. "The mission of the Teaching and Learning Center is to serve  
as a resource that centralizes and facilitates learning outside of the classroom by  
bringing together students, faculty, tutors, and multiple resources into a  
comfortable and inviting learning environment." Startup budget of \$64,000.

Outcomes Assessment Committee. Responsible for establishing clear goals for the  
sequence of composition courses offered by the College, drafting an assessment  
strategy to meet those goals, and implementing the strategy. 1999-2002.

**Scholarship, Development, and Awards :**

- Course: Cognitive Behavioral Therapy for Depression. 8-week on-line course offered through Beck Institute for Cognitive Behavior Therapy. June 7-August 2, 2016.
- Course: Essentials of CBT: The Beck Approach. 4-week on-line course offered through Beck Institute for Cognitive Behavior Therapy. April 26-May 24, 2016.
- Attendee. American Association of Philosophy Teachers. Twenty-First Biennial AAPT Workshop-Conference on Teaching Philosophy. Saginaw Valley State University. July 28, 2016.
- Attendee: 14<sup>th</sup> International Conference on New Directions in the Humanities: Nature at the Crossroads—New Directions for the Humanities in the Age of the Anthropocene. University of Illinois at Chicago. Chicago, IL. June 6-10, 2016.
- Paper Accepted (unable to deliver) “Fly Fishing and Cultural Identity.” Sport and Society Conference, Toronto Canada. Summer 2015.
- Referee. “Collective Wisdom Traditions.” *Comparative Civilizations Review*. September 2014.
- Referee. “Seneca.” *Internet Encyclopedia of Philosophy*. November 2014.
- Visiting Lecturer “What is Philosophy?” Humanities 100: Introduction to Humanities. For Rachel Foulk (Two occasions)
- Visiting Lecturer: “The Philosophy of Sport.” COMM 389: Sports Communication for Sandy Alspach. (Two occasions)
- Visiting Lecturer: “Workshop on Ethics.” ARCH 419: Sustainability in Architecture. Fall 2015, for Paul Long
- Recipient. 2009-2010 Exceptional Merit Grant of \$5000 from the Ferris Foundation to support Department of Humanities partnership with Camp Idlewild of Michigan.
- Attendee. Council for Advancement and Support of Education: Deans/Fundraising, Washington DC, Feb 15-17, 2010.
- Board of Directors, Pere Marquette Watershed Council. Baldwin, Michigan 2007-2011.
- Refereed article. “Skepticism, Stoicism, and the Jeffersonian Model: Three Philosophical Responses to the Crisis in the Humanities.” Snider, Grant, David Wyatt Aiken, and John Scott Gray. *International Journal of the Humanities Vol. 5 No.8. December 2007. pp 23-32.*
- Lecturer. “Where Has the Future Gone? A Discussion of Edward Bellamy’s 1888

Utopian Novel, *Looking Backward: 2000-1887*." Life-long Learning Mini-Course. Ferris State University. March, 2007.

- Presentation. "The Price of Tranquility: Stoic Therapy in an Age of Cynicism." International Symposium on New Directions in the Humanities. Columbia University. February, 2007. Panel: "Can You Hear Me Now? Three Philosophical Responses to Changing Times."
- Book Manuscript Reviewer. *Commemorating Epimetheus*. Purdue University Press, fall 2006.
- Book Review. *Convergence Amidst Difference: Philosophical Conversations Across National Boundaries*. By Calvin O. Schrag. Albany: State University of New York Press, 2004; *Quarterly Journal of Speech* Vol. 91, No. 4, November 2005, pp. 456 - 467.
- Paper. "Trading Bronze for Gold, Or the Price of Tranquility: Diogenes and Epictetus on the Good Life." Honors Colloquium on Cynicism. Arizona State University West. June 6-9, 2005.
- Faculty Merit Award. Point Park University. 2002, 2003, and 2004.
- Attendee. "Teaching Well Using Technology: A Faculty Member's Guide to Wise and Time-Efficient Use of Instructional Technology." Barbara Walvoord Presenting. University of Notre Dame. June 23, 2000.
- Organizer. Cultural Studies Regional Symposium. Symposium Theme: "Political Challenges of Cultural Studies." Purdue University. April, 1994.
- Paper. "Critical Circulation: A Response to Evan Watkin's *Work Time: English Departments and the Circulation of Cultural Value*." Panel: Politics, Pedagogy, and the Workplace. Institute on Culture and Society. Carnegie Mellon University. June, 1993.
- Poems. "Our Grandfather's House" and "Thunderbird Wine—Flagstaff." *The Laurel Review* 2 (22) Summer 1988: 7-9.

**Nicholas J. Melville**

6570 Balsam Drive, Apt. 202 • Hudsonville, MI, 49426, United States of America  
 Phone: 616-633-0269 • E-Mail: nicomelville@gmail.com

**Areas of Specialization**

Philosophy of Language (esp. Rule-Following and Meaning, Theories of Meaning, Logic, Wittgenstein)

Eastern Philosophy (Taoism, Buddhism, Sufism)

Experimental Phenomenology

**Education**

**Capella University**, Minneapolis, Minnesota 2016 (Current)  
 M.S. in Clinical Psychiatry, expected in 2016  
 Dissertation Topic: Clinical Philosophy and its role in Clinical Psychiatry

**University of Birmingham**, Edgbaston, Birmingham, England 2009 – 2013  
 Ph.D. in Philosophy, expected in 2016  
 Supervisor: Dr Alexander Miller (2009)  
 Dissertation Topic: Rule-Following and Meaning

**Western Michigan University**, Kalamazoo, MI 2005 – 2007  
 M.A. in Philosophy, June 2007

Metaphysics:

Classes: Language and Time • Philosophy of Religion and Cosmology • Philosophy of Religion •

Integrating Analytical and Continental Philosophy • Philosophy of Mind

Professors: Dr. Quentin Smith • Dr. John Dilworth

Essays: "Universal Logicometaphysical Subjects; An Apology for God and Universe," Supervising Sponsor: Dr. Quentin Smith • "Revocation of Logical Necessity from Robinson's Ontology of Emotion," Supervising Sponser: Dr. John Dilworth

Epistemology:

Classes: Philosophy of Social Science • Theories of Knowledge • Philosophy of Logic • Probability

Professors: Dr. Michael Scriven • Dr. Timothy McGrew

Essays: "The Social Universal of the Undecidable," Supervising Sponsor: Dr. Michael Scriven • "Localism: Exposition and Criticism," Supervising Sponsor: Dr. Tim McGrew

**Calvin College**, Grand Rapids, MI 1997 – 2001  
 B.A. in Philosophy and Criminal Justice, May 2001  
 Areas of Interest: Epistemology and Social Work

### Teaching Experience

- **Adjunct Professor**, Muskegon Community College, Muskegon, Michigan 2007 - Present
  - Introduction to Philosophy (Face to face and hybrid classes)
  - Logic
- **Adjunct Professor**, Ferris State University 2010 - Present
  - Ethics in Engineering (Face to face, online and hybrid classes)
  - Biomedical Ethics (Face to face and online classes)
  - Ethics
- **Adjunct Professor**, Grand Rapids Community College, Grand Rapids, Michigan 2007 - Present
  - Introduction to Philosophy
  - Ethics
- **Adjunct Professor**, Grand Valley State University, Allendale, Michigan 2007 - 2008
  - Aesthetics
  - Ethics
  - Logic

### Publications/Presentations

- Mirrored Reality Musings Blog Continual Publishing
- "The Primacy of Function Over Structure" Pending Publishing
- "Why there can't be a Truth-conditional Conception of Meaning" Pending Publishing

### Teaching Interests

Introduction to Philosophy, Logic, Ethics, Metaethics, Epistemology, Philosophy of Language, Philosophy of Mathematics, Philosophy of Science, Eastern Philosophy, and Experimental Phenomenology

### Related Job History/ Professional Development

- Philosophical Counselor at Mirrored Reality, Hudsonville, MI 2016
- "Teaching Development" at Grand Rapids Community College
- "Writing Development" at Grand Valley State University 2007



- Freelance Business Consultant

2013

**Affiliations/Memberships**

The Society for Exact Philosophy

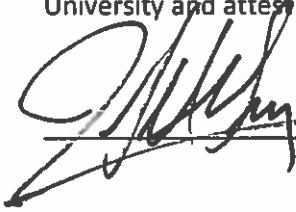
2009

American Philosophy Association

2012

Philosophy Minor  
Humanities Department  
Johnson Hall 110  
Big Rapids, MI 49307

This signature or attached email indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.



John Scott Gray, Humanities Department, PRP Chair

\_\_See attached\_\_ Trinity Williams, Humanities Department Chair

\_\_See attached\_\_ Grant Snider, Humanities Department

\_\_See attached\_\_ Dave Marion, College of Business

\_\_See attached\_\_ Amanda Karel, Clinical Coordinator for the Physician Assistant Program,  
Eastern Michigan University

**John Scott S Gray**

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**From:** Trinity D Williams  
**Sent:** Friday, August 12, 2016 6:33 PM  
**To:** John Scott S Gray  
**Subject:** RE: APR Review

John:

This email indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.

Thank you for all your hard work & the opportunities the program provides for our students.

Take care,  
Trinity Williams

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**From:** John Scott S Gray  
**Sent:** Thursday, August 11, 2016 4:48 PM  
**To:** Trinity D Williams <TrinityWilliams@ferris.edu>; Grant Snider <GrantSnider@ferris.edu>; David M Marion <DavidMarion@ferris.edu>; Amanda Karel <akarel@gmail.com>  
**Subject:** APR Review

My friends,  
As the Program Review Council for the Philosophy Minor, I would like you to review the document. I plan on giving it a final read through to cross i's and dot t's (or something like that), as well as complete the next to last section on perceptions of overall quality (I gave people working on that section until Friday to submit those comments to me). I need you, if you are willing to reply to this note affirming:

This email indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.

Of course, this means that if you see anything amiss, please let me know.

Regards,  
JSG  
John Scott Gray

**John Scott S Gray**

---

**From:** Grant Snider  
**Sent:** Monday, August 15, 2016 11:04 AM  
**To:** John Scott S Gray  
**Subject:** Re: APR Review

John,  
You have done excellent work with the Philosophy Program APR. I support the document.

Dr. Grant Snider  
Associate Professor of Philosophy

1009 Campus Drive, JOH 122  
Big Rapids, MI 49307  
**Phone:** 231.591.3615  
**Facsimile:** 231.591.2188  
**E-mail:** sniderg@ferris.edu

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**From:** John Scott S Gray  
**Sent:** Thursday, August 11, 2016 4:47 PM  
**To:** Trinity D Williams; Grant Snider; David M Marion; Amanda Karel  
**Subject:** APR Review

My friends,  
As the Program Review Council for the Philosophy Minor, I would like you to review the document. I plan on giving it a final read through to cross i's and dot t's (or something like that), as well as complete the next to last section on perceptions of overall quality (I gave people working on that section until Friday to submit those comments to me). I need you, if you are willing to reply to this note affirming:

This email indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.

Of course, this means that if you see anything amiss, please let me know.  
Regards,  
JSG  
John Scott Gray

**John Scott S Gray**

---

**From:** David M Marion  
**Sent:** Monday, August 15, 2016 1:25 PM  
**To:** John Scott S Gray  
**Subject:** Re: APR Review

John,

I approve with the proposal.

David Marion, PhD  
College of Business  
Ferris State University  
BUS 342



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**From:** John Scott S Gray <JohnScottGray@ferris.edu>  
**Date:** Thursday, August 11, 2016 at 4:47 PM  
**To:** Trinity D Williams <TrinityWilliams@ferris.edu>, Grant Snider <GrantSnider@ferris.edu>, David M Marion <DavidMarion@ferris.edu>, Amanda Karel <akarel@gmail.com>  
**Subject:** APR Review

My friends,

As the Program Review Council for the Philosophy Minor, I would like you to review the document. I plan on giving it a final read through to cross i's and dot t's (or something like that), as well as complete the next to last section on perceptions of overall quality (I gave people working on that section until Friday to submit those comments to me). I need you, if you are willing to reply to this note affirming:

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Of course, this means that if you see anything amiss, please let me know.

Regards,

JSG

John Scott Gray

## John Scott S Gray

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**From:** Amanda Karel <akarel@gmail.com>  
**Sent:** Monday, August 15, 2016 11:00 AM  
**To:** John Scott S Gray  
**Subject:** Re: APR Review

Hi John,

This email indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.

Thank you for including me in this process,

Amanda Karel

On Thu, Aug 11, 2016 at 4:47 PM, John Scott S Gray <[JohnScottGray@ferris.edu](mailto:JohnScottGray@ferris.edu)> wrote:

My friends,

As the Program Review Council for the Philosophy Minor, I would like you to review the document. I plan on giving it a final read through to cross i's and dot t's (or something like that), as well as complete the next to last section on perceptions of overall quality (I gave people working on that section until Friday to submit those comments to me). I need you, if you are willing to reply to this note affirming:

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Of course, this means that if you see anything amiss, please let me know.

Regards,

JSG

John Scott Gray