

Revised 7/23/07

**PROPOSAL SUMMARY AND ROUTING FORM**

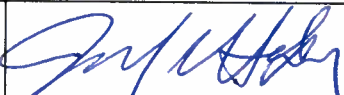
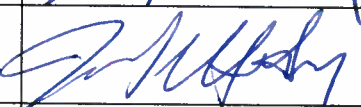
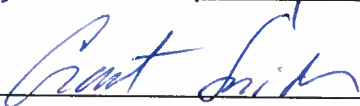

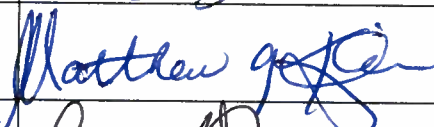

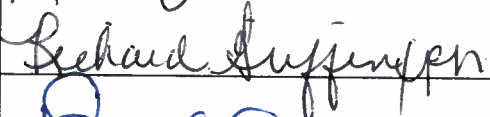

**Proposal Title: Phil 218: Philosophy of Sex and Love**

**Initiating Unit or Individual: Humanities Area, Department of Humanities**

**Contact Person's Name: John Scott Gray e-mail: grayj14@ferris.edu phone: 3515**

**Date or Term of Proposal Implementation: Fall 2009**

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		1-20-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty		1-20-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		1-20-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee		1-30-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean		1-30-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee		2/10/09	<input checked="" type="checkbox"/> Support 9-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate		2/10/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs		2/3/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

**To be completed by Academic Affairs**

\_\_\_\_\_  
President (Date Approved)

\_\_\_\_\_  
Board of Trustees (Date Approved)

\_\_\_\_\_  
President's Council (Date Approved)

REC'D FEB 12 2009

**1. Proposal Summary**

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex. The philosophical analysis of these important issues enables students to come to a deeper understanding and appreciation for the central roles that sex, love, and gender play in the development and identification of self.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>218</b>	<b>Philosophy of Sex and Love</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**NEW COURSE INFORMATION FORM***See Sample – Limit to Two Pages Please***Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>218</b>	<b>Philosophy of Sex and Love</b>

**Course Description:**

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.

**Course Outcomes and Assessment Plan:**

Students will:

- A. Analyze the discussion surrounding the differences between sex and gender, as well as the relationships that may exist between the two.
- B. Consider the various roles that sex and sexual intercourse are said to have for human beings, as well as discuss the relationship between sex and love.
- C. Recognize, compare and critique arguments both critical and accepting of the traditional family structure, including the role that some feminists believe the traditional family structure plays within a larger system of social oppression.
- D. Discuss the role social institutions play in the creation of gender roles.
- E. Apply our discussion of sex and love to particular current discussions, including such topics as adultery, prostitution, pornography and same-sex relations.

Outcomes A, C, and D will be evaluated using assigned papers that directly address these areas.

Outcomes A and C will be assessed through the grading of pre and post test responses. Outcomes B and E will be assessed through the creation and collection of student reflective journals. Quizzes and other in-class group work, as well as presentations, will also be taken into account in evaluating the degree to which all course outcomes have been achieved.

**Course Outline including Time Allocation:**

Weeks One, Two and Three: Historical Overview of the Philosophical Considerations of Sex/Love in the West (Plato, Aristotle, Aquinas, et. al.)

Weeks Four and Five: Discussion of Sex with Love versus Sex without Love

Weeks Six and Seven: Feminist Critiques of Sex and Love (with particular emphasis on marriage)

Weeks Eight and Nine: Relationship between Sex and Gender

Weeks Ten through Fifteen: Focus on three applied issues (two weeks each), as selected by the class, including but not limited to: Marriage and Divorce, Adultery, Prostitution, Perversion, Homosexuality, Pornography, Sexual Harassment, the Roles of Sex, Love and Gender in Religion

**CREATE NEW COURSE**  
**Course Data Entry Form**

**FORM F**

**Create New Course**  
**Rev. 07/23/07**

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200908 Examples: 200801(Spring), 200805(Summer), 200808(Fall)  
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

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

a. Course Prefix PHIL b. Number 218 c. Enter Contact Hours per week in boxes.  
LECTure 3 LAB  INDEPENDENT Study – Check (x)   
Practicum:  Seminar:

d. Course Title: Philosophy of Sex and Love (Limit to 30 characters/spaces.)

e. College Code: AS f. Department Code: HUMN

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type:  Variable X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x)  Yes X No

k. Levels: Check (x) X Undergraduate  Graduate  Professional

l. Grade Method: Check (x) X Normal Grading  Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x)  Yes X No

n. Equivalent course: Prefix  Number  See instructions on Replacement courses.


**o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.**

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.

p. Term(s) Offered: fall (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. ENGL 150.

UCC Chair Signature/Date:

 2/10/09

Academic Affairs Approval Signature/Date:

 2/13/09

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)   G.E. Codes

**Office of the Registrar use ONLY**

Date Rec'd: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SCACRSE \_\_ SCADETL \_\_ SCARRES \_\_ SCAPREQ \_\_

## FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

**FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.**

**RE: Proposal Title:** Phil. 218: Philosophy of Sex and Love

**Projected number of students per year affected by proposed change:** 25

Initiator(s): <u>John Scott Gray</u>	
Proposal Contact: <u>John Scott Gray</u>	Date Sent: <u>2-5-2009</u>
Department: <u>Humanities Department</u> (Please print)	Campus Address: <u>Johnson Hall 110</u>

Liaison Librarian Signature: <u>Scott D. Atwell</u>	Date: <u>2-5-09</u>
Dean of FLITE Signature: <u>Rah M. Moneys</u>	Date Returned: <u>2-6-09</u>

Based upon our review on 2-5-09 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources ~~are~~ <sup>may be</sup> needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ \_\_\_\_\_.
- Does not support the proposal for reasons listed below.

**Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.**

Frederick R Heck/FSU  
02/13/2009 08:45 AM

To Donald Flickinger/FSU@FERRIS  
cc Maureen Milzarski/FSU@Ferris, Grant  
Snider/FSU@FERRIS, John S Gray/FSU@FERRIS  
bcc  
Subject PHIL 218 approval for CE and REG

Don,

The University General Education Committee and the appropriate subcommittees have granted general education status in the areas of Cultural Enrichment and Race/Ethnicity/Gender to PHIL 218: Philosophy of Sex and Love. Approved proposal is attached below.

Fred Heck  
General Education Coordinator



PHIL 218 Phil of Sex&Love.doc

*Maureen Milzarski*  
*DS*  
*2/13/09*

## GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** PHIL **Course Number:** 218

**Course Title:** Philosophy of Sex and Love **G. E. Codes Requested:** C and R

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

**Initiator:** John Scott Gray **Date Sent:** 10-21-08

**Proposal Contact:** John Scott Gray **Email:** grayj14@ferris.edu

**Department:** Humanities **Campus Address:** Johnson Hall 110

**Please Print**

**University General Education Committee:** Course Approved

**Chair:** F. Heck **Date Returned:** 2/13/09

Based upon University General Education Committee review on 2/12/09, we

Support the request to designate the course listed above as a C and R

Do not support the request to designate the course listed above as a \_\_\_\_\_ (insert Gen. Ed. Designation(s)) for reasons listed below.

**Comments:**

## Race, Ethnicity, and Gender Issues

- Course discusses the ways in which our conception of gender impacts both our sense of self as well as serving as a defining characteristic of our relations with others.
- Course discusses the ways in which gender roles are manifested within various social/political structures, including the family, religion, and government.
- Helps students explore arguments discussing the degree to which conceptions of gender identity are natural or conventional.
- Course considers arguments that call for the replacement of the traditional gender system, including proposals for social androgyny as well as the transcendence of all gender conceptions.

TEMPLATE FOR NEW COURSE PROPOSALS

A. COURSE PREFIX, NUMBER, AND TITLE: PHIL 218: Philosophy of Sex and Love  
 CURRENT DATE: 10-20-09

STUDENT LEARNING OUTCOMES FOR PROPOSED COURSE	EVALUATION OF STUDENT ACHIEVEMENT
<p>A. Analyze the discussion surrounding the differences between sex and gender, as well as the relationships that may exist between the two.</p> <p>B. Consider the various roles that sex and sexual intercourse are said to have for human beings, as well as discuss the relationship between sex and love.</p> <p>C. Recognize arguments both critical and accepting of the traditional family structure, including the role that some feminists believe the traditional family structure plays within a larger system of social oppression.</p> <p>D. Understand the role social institutions play in the creation of gender roles.</p> <p>E. Apply our discussion of sex and love to particular current discussions, including such topics as adultery, prostitution, pornography and same-sex relations.</p> <p>(continue as needed)</p>	<p>1.Quizzes.</p> <p>2.Exam (essay)</p> <p>3.Papers (2 page problem focused)</p> <p>4.Class presentation and resulting discussions</p> <p>5. Reflective Journal</p> <p>(please describe the project, activity, or other form of engagement that will be used to measure the respective outcomes)</p>

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. Pre and Post tests
2. IDEA forms to measure teacher and course effectiveness from students' point of view.

According to current College of Arts and Sciences policy, the department head may be required to identify a course that will not be offered in the semester the new course is first offered.

## General Education Course Criteria Form

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

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

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

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

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

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

## Cultural Enrichment Course Criteria

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

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

This course offers a consideration of the meaning of sex, gender, love and marriage within the context of both the Judeo-Christian western tradition as well as ideas held in other cultures/countries.

2. offer established methodologies for understanding components of cultures;

This course uses various tools of philosophical analysis, including the reading of primary texts ranging from the ancient Greeks through 20<sup>th</sup> century philosophers such as de Beauvoir, Dworkin and Foucault, to gain a deeper understanding of the course topics.

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

This course applies the philosophical method, in particular the Socratic method of question and answer, to examine western pre-conceptions of sex, gender, love and marriage, attempting to get students to re-evaluate their understanding of these concepts/institutions.

4. possibly provide participation in the various arts;

This course considers examples from the various arenas of popular culture as examples of western representations of various social expectations. These examples are raised by both students and the instructor.

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

This course discusses the ways in which our conception of gender impacts both our sense of self as well as serving as a defining characteristic of our relations with others.

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

This course helps students explore new ways to perceive and understand by considering the concepts and roles of sexual desire and love in its various manifestations both within and across cultures.

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

This course helps students gain a better understanding of cultures by conducting an analysis of the similarities and differences regarding conceptions of sex, love, and gender

8. be compatible with the designation of other universities;

Versions of this course have been approved at two of the submitting faculty members previous institutions and was a part of Humboldt State University's philosophy General Education offerings, making up three to four sections per semester totaling nearly 100 students.

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

The social construction of conceptions of sex, gender, love and marriage are central elements of culture and therefore are worthy of serious philosophical discussion.

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

The course discusses socialization and its role in creating social expectations.

11. be taught by faculty with the appropriate credentials.

The applicant's degree in philosophy was earned in part by his dissertation work devoted to a study of the social creation of marriage as an institution as well as argument for the permissibility of same-sex marriage. He also has presented and/or published many essays devoted to issues of sex and sexuality.

## Race/Ethnicity and/or Gender Course Criteria

Courses designated as Race/Ethnicity/Gender courses must meet the following criteria:

1. the course must approach the subject of race/ethnicity and/or gender from an identifiable theoretical framework;

This course will use philosophical readings and concepts ranging from ancient Greek philosophy (Socrates and Aristotle) through the twentieth century (including figures such as Simone de Beauvoir, Andrea Dworkin, and Michel Foucault. In particular, this course will focus on the philosophical study of identity in relation to the conceptions of sex and gender.

2. the course must address race/ethnicity and/or gender issues appropriate to the course discipline. Courses can narrowly address a single category (race, or ethnicity, or gender), or any combination of two categories (race and gender, or race and ethnicity, or gender or ethnicity), or all three categories combined. No matter how the course is configured, at least 75% of the course content must be based on issues clearly identified as race/ethnicity and/or gender;

This course seeks general education approval in the area of race, ethnicity, and gender issues, on the grounds that, by considering the ways in which society impacts the development of personal identity, students will be in a better position to control their sense of self rather than merely be swept along by social pressure. That development of self, in particular, involves the shaping of sexual selves in terms of how and who we love. Furthermore, gender identity is shaped during this process in the form of social expectations that are intimately tied to our sexual identity, while also having ramifications that, for good or ill, echo throughout nearly every human endeavor. From a philosophical perspective it can be easily argued that our sexual self, impacted by our gender identity, is one of the central defining characteristics of personhood.

3. the course materials must demonstrate clear evidence that the significant focus of the course is concerned with race/ethnicity and/or gender. Such evidence will be included in: 1. the course description, 2. the title(s) or chapter heading of reading assignments, 3. the lecture topics specified in each course syllabus, 4. the graded assignment and examination materials in each course section.

### Course Description:

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.

### Specific course objectives include:

Students will:

- A. Understand the discussion surrounding the differences between sex and gender, as well as the relationships that may exist between the two.
- B. Consider the various roles that sex and sexual intercourse are said to have for human beings, as well as discuss the relationship between sex and love.
- C. Recognize arguments both critical and accepting of the traditional family structure.
- D. Understand the role that some feminists believe the traditional family structure plays in the creation of gender roles within a larger system of social oppression.
- E. Apply our discussion of sex and love to particular current discussions, including such topics as adultery, prostitution, pornography and same-sex relations.



Leonard Johnson/FSU  
02/04/2009 11:41 AM

To John S Gray/FSU@FERRIS  
Sandra L Alspach/FSU@FERRIS, Leonard  
cc Johnson/FSU@Ferris, Andrew L Purvis/FSU@FERRIS,  
Barbara A Ross/FSU@Ferris, Gregory  
bcc  
Subject Fw: Philosophy 218 Form C for John Grey

Hi John

The UCC met yesterday to consider your proposal to add a new course--PHIL 218. Before we will be able to act on your proposal, we'll need a Form C (Library consultation form) completed.

See the information below on where to send the form.

Also, please revise all outcomes statements to ensure they are stated in measureable terms.

Please contact either Sandy Alspach or me should you have any questions.

Thanks.

Leonard

Leonard R. Johnson, Ph.D  
Professor  
Ferris State University  
1349 Cramer Circle  
Big Rapids, Michigan 49307  
(231) 591-2134  
<http://www.ferris.edu/education/education>

----- Forwarded by Leonard Johnson/FSU on 02/04/2009 11:36 AM -----



Kristen L Motz/FSU  
02/03/2009 02:02 PM

To Leonard Johnson/FSU@Ferris  
cc  
Subject Philosophy 218 Form C for John Grey

Just a FYI that the Form C for PHIL 218 needs to go to Scott Atwell here at FLITE.

Also, there's a HUMN 390 that shows up on the UCC website list as going to the Senate on 1/29/09. I didn't see that one on a recent agenda - and it may have been handled long ago - but there wasn't a signed Form C for that new course showing in the packet either. That would be under Scott's direction as well.

HUMN 390 - Topics in Humanities, Religion and Philosophy.

<http://www.ferris.edu/htmls/administration/academicaaffairs/vpoffice/senate/univcurrcomm/20082009/humn390a.pdf>

Maybe that was on a much earlier agenda and had enough clean-up done to be passed on last week?

Thanks!  
Kristy

Kristy Motz  
Library Instruction Coordinator