

PROPOSAL SUMMARY AND ROUTING FORM

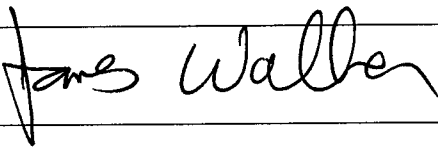

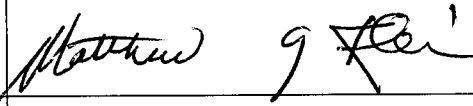
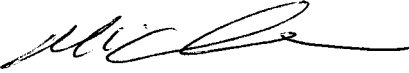
Proposal Title: PHIH 290: Honors Philosophy of Sex and Love

Initiating Unit or Individual: John Scott Gray (Humn)

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

Date or Semester of Proposal Implementation: Fall 07

- Group I - A – New degree/major or major, or redirection of a current offering
- 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		2/16/07	<input checked="" type="checkbox"/> Support 6-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/19/07	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input 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 concerns.

**Vote counts are to be shown for faculty group actions. "X" for administrative actions.

To be completed by Academic Affairs

 President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)

REC'D FEB 28 2007

FORM A CONT.

1. Proposal Summary

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:

Prefix	Number	Title
PHIH	290	Honors Philosophy of Sex and Love

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
none		

c. Existing Course(s) to be Modified:

Prefix	Number	Title
none		

d. Addition of existing FSU courses to program

Prefix	Number	Title
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e. Removal of existing FSU courses from program

Prefix	Number	Title
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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 One Page.

Course Identification:

Prefix:	Number	Title
PHIH	290	Honors Philosophy of Sex and Love

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:

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, including the role that some feminists believe the traditional family structure plays within a larger system of social oppression.
- 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.

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

FORM F

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: a. Semester b. Year See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix b. Number c. Enter Contact Hours or check Independent Study (X).
LECTure hr/week LAB hr/week
INDEpendent Study

Practicum: hr/semester

Seminar: hr/week

d. Full Course Title:

e. Abbreviated Course Title: . (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: (See instructions for listing.) g. Max. Section Enrollment :

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

h. Type: Variable Fixed i. Maximum Credit Hours j. Minimum Credit Hours

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

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

n. Levels: Check (x) Undergraduate Graduate Professional

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

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

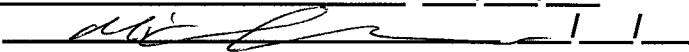
q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

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.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.
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UCC Chair Signature/Date:
Approval Signature/Date:

Academic Affairs

_____ / /
 / /

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 Received: _____ Date Completed: _____ Entered: SIS [125
__ 1D4 __ 12R __, 131 __]

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the general education designation being sought should be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found on the FSU web page: Home/Academics/General Education Requirements/Criteria.

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.

THE UNIVERSITY GENERAL EDUCATION COMMITTEE MUST ACT BEFORE PROPOSAL CAN BE FORWARDED TO THE UCC.

Course Prefix: PHIH **Course Number:** 290

Course Title : Honors 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:** 2-12-07
Proposal Contact: John Scott Gray **Email:** grayj14@ferris.edu
Department: Humanities **Campus Address:**Johnson Hall 110
Please Print

University General Education Committee: _____
Chair: _____ **Date Returned:** _____

Based upon University General Education Committee review on _____(date), we

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

Comments:

Cultural Enrichment:

- Course attempts to develop a methodology for understanding sex, love, and gender across cultures
- Offers an understanding of the “techniques” used by philosophers and social scientists to understand sex, love, and gender
- Helps students explore new ways to perceive and understand the roles of sexual desire and love in its various manifestations
- Helps students gain a better understanding of cultures from an analysis of the similarities and differences regarding conceptions of sex, love, and gender

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: PHIH 290 Philosophy of Sex and Love

CURRENT DATE:

2-12-07

<p>STUDENT LEARNING OUTCOMES FOR PROPOSED COURSE At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Articulate the relationships between conceptions of sex, love and gender. 2. Explain the role that sex has and does play in the development of personal identity. 3. Explicate both supporting and critical arguments regarding the concept of marriage. 4. Offer proposals for alleviating some of the more important criticisms of the institution of marriage. 5. Explain several examples of how conceptions of sex, love and gender impact various social institutions (including governmental and economic structures.) <p>(continue as needed)</p>	<p>EVALUATION OF STUDENT ACHIEVEMENT</p> <ol style="list-style-type: none"> 1.Quizzes. 2.Exam (essay) 3.Papers 4.Class presentation and resulting discussions 5. Reflective Journal <p>(please describe the project, activity, or other form of engagement that will be used to measure the respective outcomes)</p>
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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.

Course Identification:

Prefix:	Number	Title
PHIH	290	Honors Philosophy of Sex and Love

Cultural Enrichment:

- Course attempts to develop a methodology for understanding sex, love, and gender across cultures
- Offers an understanding of the “techniques” used by philosophers and social scientists to understand sex, love, and gender
- Helps students explore new ways to perceive and understand the roles of sexual desire and love in its various manifestations both within and across cultures
- Helps students gain a better understanding of cultures from an analysis of the similarities and differences regarding conceptions of sex, love, and gender

This course seeks general education approval in the area of cultural enrichment on the grounds that, by considering the ways in which various cultures have come to institutionalize basic assumptions of sex, love, and gender, students will come to have both a deeper understanding and appreciation of the cultures themselves. In particular, this course will consider conceptions of sex, love, and gender in Japan, the Middle East, Native Americans, and in the Judeo-Christian west.

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.

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.

College of Arts and Sciences

February 27, 2007

**TO: Michael Harris, Vice President of Academic Affairs
Sandy Alspach, Chair, College Curriculum Committee**

FR: Matthew A. Klein, Dean *MAK*

RE: PHIH 290 – Honors Philosophy of Sex and Love

Enclosed for your information is the proposal for PHIH 290 – Honors Philosophy of Sex and Love which I have approved to be offered Fall 2007 by the Humanities Department.

Thank you.

**Cc: Grant Snider
Valerie Greenfield**