## Packet Contents

1.1 Summary

### New Course
1.2 PHIL 2400 The American Mind (3 credits)

Lib Ed Goal Areas 6 & 9

1.14 PHIL 4490 Close Readings in Philosophy (1-3 credits)

### New Program
1.19 Philosophy, B.A. major

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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Arts and Science

Department: Humanities

Proposer: Dennis Lunt and Daniel Guentchev

Proposer’s position: Assistant Professors of Philosophy

Describe the modification(s) you propose, and how it (they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

- Philosophy BA created
- Two new courses created

See attached document, “Benefits of interest in Philosophy BA”

Modifications proposed (specify number of each):

- Course Modification(s) (form 2)
- 2 New Course(s) (form 3)
- Course Drop(s) (form 4)
- Program Modification(s) (form 5)
- 1 New Program(s) (form 6)
- Program Drop(s) (form 7)

The modifications affect (check):

- Liberal Education
- Undergraduate Curriculum
- Graduate Curriculum
- Teacher Licensure Program(s)
New Course Form

Course Number:
   Undergraduate: PHIL 2400
   Graduate: 

Course Title: The American Mind

Course Description:
The American Mind acquaints students with American philosophical traditions, emphasizing the diversity of views on topics such as freedom, knowledge, faith, peace, and “the American dream.” The specific themes of the course will be up to the instructor, but the current relevance of debates in American philosophy will be the focus. Might not be offered every year. Liberal Education Goal Areas 6 & 9.

Credits: 3

Prerequisite(s):
   Undergraduate: 
   Graduate: 

1. Reason(s) for creating this course: Expands philosophy offerings to (a) further address liberal education needs, (b) provide a unique focus on the history and development of American philosophy, (c) reinforce a robust philosophy BA, emphasizing the history of philosophy.

2. How often will this course be offered? At least every two years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?
   By the end of this course, students will:
   1. demonstrate awareness of the philosophical dimensions of debates in American politics, religion, economics and culture.
   2. write nuanced, careful examinations of these debates, using philosophical history to clarify social conflict.
   3. practice logical and charitable debates over philosophical issues in American history.
   4. create a cogent and compelling depiction of conflict over the meaning of “the American dream.”

4. What are the major content areas for the course?
   Native American philosophy
   American puritanism
   American pragmatism
   American socialism
   Transcendentalism
   American conservatism
White supremacist thought
American feminism,
Black nationalism
American anarchism
American enlightenment

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
No

7. What is the projected maximum class size (cap)?
40

8. What qualified faculty will be available to teach this course?
Daniel Guentchev
Dennis Lunt

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
N/A

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: N/A
For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
PHIL 2400-01, The AMERICAN MIND

Fall 2018
[meeting time]
Liberal Education Goal Areas 6 and 8
Instructor: Dr. Dennis Lunt
Email: dlunt@bemidjistate.edu
Office: Hagg-Sauer 313
Phone: ext. 2737
Office hours will be: [office hours]
(also available by appointment – email me)

COURSE DESCRIPTION

“The American Mind acquaints students with American philosophical traditions, emphasizing the diversity of views on topics such as freedom, knowledge, faith, peace, and “the American dream.” The specific themes of the course will be up to the instructor, but the current relevance of debates in American philosophy will be the focus. Might not be offered every year.”

The title of this course – “The American Mind” – is intentionally vague. The course was initially designed as an introduction to significant themes and thinkers from the American intellectual tradition. America has been the home to philosophical thinkers from its beginning. For some of these thinkers, America was home. For others it was a colony. For still others it has been a superpower, a frontier, an empire, or an ideal.

In this course, we will explore these perspectives on what America means. There are so many that we will have to focus the discussion on just a few themes. For this semester, I have decided to focus on the twin themes of class and democracy.

First, class: Off-hand, I would define “class” as a division in the wealth, power and opportunity available to members of a society. It is the gap between the “haves” and “have-nots” of America, so to speak. Nearly every community has wrestled with questions about class. Is it fair or just for some members of society to have the lion’s share of power? Is it fair for other members to have none? Does having power give you the right to keep it? Can there be equality between people who have a very different share in the wealth a nation creates?

These are serious philosophical questions in their own right. But they become more problematic in American society, which claims to be a democracy. “Democracy” is another contentious term, but a common definition holds that a democratic society is one where the people (the “demos,” in Greek) rule
themselves, instead of being ruled by a few. You can see why this definition raises tough question about class. Can we rule ourselves when power, wealth and privilege are distributed unevenly? How equal do we have to be to be democratic? Or are we, in fact, freer in a society wealth can be created and kept by anyone? What is the role of our government in all of this?

These are the kinds of questions we will be grappling with this semester. We will read thinkers from across the political spectrum: federalists, anti-federalists, puritans, liberals, conservatives, libertarians, anarchists, black nationalists, feminists, socialists, capitalists, fundamentalists, and so on. In an elections year, it important that we raise the level of discussion on these issues. It should be fun!

**COURSE OBJECTIVES**

By the end of this course, students will:

1. Demonstrate awareness of the philosophical dimensions of debates in American politics, religion, economics and culture.
2. Write nuanced, careful examinations of these debates, using philosophical history to clarify social conflict.
3. Practice logical and charitable debates over philosophical issues in American history.
4. Create a cogent and compelling depiction of conflict over the meaning of “the American dream.”

**A DEMOCRATIC CLASSROOM**

I want the classroom to be as democratic and professional as possible. I have written the policies below with this in mind.

*A community of inquiry –* This class is a community where we can think together about moral problems that affect all of us. Since this is a course about ethics, you will probably have strong feelings about some of the topics of class discussion. We might talk about race, gender, religion or abortion, among other controversial topics. You should criticize ideas rigorously and expect the same criticism of your own views. But no one should be shamed or derided for disagreeing with you. You should always give their arguments the most charitable interpretation you can. Derogatory (racist, sexist, homophobic, etc.) language will not be permitted. The moral of the story: Be critical and be a decent human being to the people around you.

*Explicit/offensive content -* You may find some of the assigned material uncomfortable or offensive. We will be discussing some sexually explicit content, racial epithets, sexual assault, suicide, imagery that offends certain religious communities, etc. I make a serious effort to balance respect for my students’ backgrounds and the need for mature, open discussion. If some topic impedes your ability to engage in this class please talk with me. I will make an effort to understand your concerns and find a fair way forward.
Academic honesty – I have no tolerance for plagiarism or other examples of academic dishonesty. Common forms of academic dishonesty include, but are not limited to
- representing someone else’s words as your own,
- closely paraphrasing someone else’s words or ideas, or
- re-writing someone else’s work without original arguments and articulation by you.

Academic dishonesty is not only deceptive. It also undermines the education that you and others receive. For these reasons, I assign an F for the assignment in which plagiarism occurs. I may also assign further penalties, including an F for the course, depending on the severity of the offense. Make-up opportunities are unlikely, and are assigned at my discretion.

Since academic dishonesty is a violation of the University’s Code of Conduct, you may also be subject to additional penalties, as described in the Student Handbook. The University’s policy for dealing with cases of academic dishonesty is in the Code of Conduct (linked below). If you are unsure about what constitutes academic dishonesty, please talk to me. The Code of Conduct explains that academic dishonesty is “the attempt by students, faculty or staff to present as their own work achievements not actually performed by them. In classroom activities, this would include collusion, fabrication and cheating on examinations, papers or course work; in particular knowingly plagiarizing the work of others; duplicating, sharing or selling examinations without permission; producing work for others who claim it as their own; knowingly furnishing false or misleading information to university officials or on academic records; and unauthorized entrance, alteration or tampering with electronic files either personal or university owned.”

(http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/personal_responsibility.cfm)

Recording policy – Audio or video recording during classroom activities, or pictures of class activities, are only permitted after the instructor’s permission is asked and given. This permission can be rescinded later. If permission is given, recordings or pictures should only be used for the individual student’s instruction, and should not be disseminated to others.

Supplementary assistance - We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

Stress and Academics - You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. The SCHC office can be found on the first floor of Cedar Hall and you can contact them by phone (218-755-2053 or 218-755-2024) or email (kreiplinger@bemidjistate.edu). http://www.bemidjistate.edu/students/services/health_counseling/counseling/
ASSIGNMENTS AND GRADING

Every student begins the class with zero points. Everyone can earn points up to a maximum of 100 (the maximum excludes extra credit). The points you earn by the end of the semester determine your final grade. Grades will be posted on D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 quizzes</td>
<td>40</td>
</tr>
<tr>
<td>5 reading responses</td>
<td>25</td>
</tr>
<tr>
<td>Research paper</td>
<td>25</td>
</tr>
<tr>
<td>Participation in discussion</td>
<td>10</td>
</tr>
<tr>
<td>Final Grade</td>
<td>100</td>
</tr>
</tbody>
</table>

This is how I will score your letter grade for the course:

- 97-100 points = A+ (4.0)
- 93-96 points = A (4.0)
- 90-92 points = A- (3.67)
- 87-89 points = B+ (3.33)
- 83-86 points = B (3.00)
- 80-82 points = B- (2.67)
- 77-79 points = C+ (2.33)
- 73-76 points = C (2.00)
- 70-72 points = C- (1.67)
- 67-69 points = D+ (1.33)
- 63-66 points = D (1.00)
- 60-62 points = D- (0.67)
- <60 points = F (0.0)

Extra credit may be offered, at my discretion.

All assignment details will be on D2L.

Attendance - I will take attendance during most class periods. My attendance policy is as follows:

- Less than 3 classes missed: final grade increased by 2 points
- 3-5 classes missed: final grade reduced by 5 points
- 6-8 classes missed: final grade reduced by 10 points
- 9 or more classes missed: F for the course

I will excuse absences in cases of medical or family emergencies, or during university-required events. You will need (a) documentation for the dates missed and (b) a meeting with me to go over what you missed. Non-emergency absences should be cleared with me beforehand.

Discussion - Class discussion will be run somewhat like a laboratory. We will have several hypotheses about how the world operates. We will test them with facts and evidence; and we will compare our experiences as we do so. Then we will do it again. This experimentation requires that you take an active part in class discussion. Being wrong is fine. Being quiet is not. (If this presents a problem, please speak with me as soon as possible.)

Late work – Unless arrangements have been made with me beforehand, late assignments will be assessed a penalty of half a letter grade for every day they are late. This does not apply to excused absences (list above).
Readings – All assigned readings and a reading schedule will be placed on D2L, usually in PDF form. (The reading schedule will be updated periodically, depending on our progress through the course.) I do require that all students print the readings and bring them to class. A Kindle or other e-reader is acceptable as well, but using your phone is not, since the phone’s other functions are a distraction to you, me and the rest of the class.

Quizzes – Unlike a traditional quiz, our “quizzes” will be short opportunities to reflect on the historical relationships between thinkers. I will identify three thinkers covered in the 2-3 weeks prior to each quiz. You will have 15 minutes to (a) select two of those thinkers and (b) explain one philosophical similarity in their thinking and one philosophical disagreement between them.

Reading Responses – Philosophical discussion is rigorous, as well as open. Opinions are welcome—but they need to be informed, logical and charitable. As part of this requirement, I want each student to write five one-page, single-spaced papers for class discussion. You may turn in only one per week; and you may choose which weeks you want to turn them in. They are due on the first day of class each week. Each paper should be about at least one of the assigned texts for that week.

The goal is to help you, and the rest of the class, notice interesting arguments in the assigned reading and focus on them in discussion. After you have done the reading, write a one-page paper with three parts:
1. A short quotation from one of the readings assigned for that week. Shoot for a couple sentences.
2. A few strong paragraphs explaining the meaning of the quotation, to the best of your ability. Try to explain what the author believes and why he or she believes it. Put it in the context of the rest of assigned text. This should be the longest part of your paper. Here are some potential questions, to jump-start your thinking:
   - How does the author think we should change our behavior? How do we live a good life, according to this author?
   - What is one of the author’s arguments for their thesis? Explain the steps of the argument.
   - Would it be difficult to live the way the author thinks we should? Why?
   - Are there people or institutions today that fit with the author’s way of thinking? Are there people or institutions that would have to be changed, if the author is right?
   - Are there logical problems with the author’s argument?
Are there pieces of evidence that would strengthen the author’s argument? Explain.

3. A question for class discussion. This might be a question about what the assigned text means, a question about the practical effects of the author’s position, or a question about its relevance for us today.

Grammar and spelling are taken into account when I am grading your papers.

The American Dream Today Paper – Another central skill in this course is the ability to discern the multiple causes of moral and political conflict. I will distribute a list of recent conflicts over the meaning of “the American Dream.” After selecting one as your focus, you will read about that event regularly in news and academic sources, submitting a selection to an online discussion. By the end of the semester, each student will write a four- to five-page discussion of how one of the assigned readings helped you understand this conflict further.

These will not be issues with straightforward right or wrong answers, but ones that ask you to apply theoretical concepts to concrete situations (often in the form of news items). “Apply” is the key word here, as you will need to use theories to (a) select the politically and morally salient features of a social conflict and (b) indicate a way to resolve or pacify the conflict. Per the course objectives indicated above, rote repetition, us-versus-them thinking and ahistorical evaluation will not satisfy the demands of these exams. Satisfactory papers will move beyond repetition to interpretation of concepts, both-and thinking and historically informed evaluation.

READING SCHEDULE

The following is a sample schedule, made in 2012.

Below is the schedule of readings and assignments for our class discussion. I will update it periodically.

Any reading denoted by "H&C" refers to pages in Hollinger and Capper's, The American Intellectual Tradition, Vol. I, 6th Ed. References to Michael Sandel's What Money Can't Buy or Angela Davis' Are Prisons Obsolete? are required textbooks. All other readings are pdf or online documents on D2L.

For each week, I've offered several research keywords. If you aren't sure about some of the cultural and historical references being made in a reading, here are some terms you can plug into online sources you trust. Think of them as a starting point for background research.
Week 1 (8/20, 8/22, 8/24): What is philosophy?
Unit I. What does America mean? Covenant and Democracy

Week 2 (8/27, 8/29, 8/31): America as Covenant
John Winthrop, "A Model of Christian Charity," H&C 6-15
John Cotton, selection from A Treatise on the Covenant of Grace, H&C 16-27
Anne Hutchinson, selection from “The Examination of Anne Hutchinson,” H&C 28-38
Sa-Go-Ye-Wat-Ha, "Speeches"

Journal entry 2 -- due by class-time on 8/29

Research keywords: Puritans, covenant (Christian theological term), Protestant Reformation, colonialism, Pequot, Narragansett and Mohegan tribes, town hall

Week 3 (9/5, 9/7): America as Covenant
9/3, Labor Day—NO CLASS
Roger Williams, "The Bloudy Tenet of Persecution," H&C 39-50
Recommended: Selection from A Treatise Concerning Religious Affections, H&C 92-108
Francis Schaeffer, "A Christian Manifesto"
“The Great Law of Peace”

Journal entry 3 -- due by class-time on 9/5

Research keywords: The Great Law of Peace, religious tolerance, Roger Williams, fundamentalism, American exceptionalism

Week 4 (9/10, 9/12, 9/14): The Right to Revolt
John Locke, selection from Second Treatise on Government
Thomas Paine, selection from Common Sense, H&C 139-146
Thomas Jefferson, "Declaration of Independence," H&C 147-150

Journal entry 4 -- due by class-time on 9/10

Research keywords: revolution, causes of American Revolution, Thomas Paine, American Enlightenment
Week 5 (9/17, 9/19, 9/21): Making Democracy Work
Constitution of the United States, Articles I-VII
"Brutus" (Pseudonym), selection from "Essays of Brutus," H&C 157-167
James Madison, "Federalist no. 10 and 51," H&C 168-176
Recommended: John Adams, "Letter to Samuel Adams," H&C 185-189
Abigail Adams, "Letters of John and Abigail Adams during the Revolution"

Journal entry 5 -- due by class-time on 9/17

Research keywords: Constitutional Convention/Philadelphia Convention, federalism, anti-federalism

Week 6 (9/24, 9/26, 9/28): Making Democracy Work
Continued discussion of the following:
Constitution of the United States, Articles I-VII
"Brutus" (Pseudonym), selection from "Essays of Brutus," H&C 157-167
James Madison, "Federalist no. 10 and 51," H&C 168-176
Recommended: John Adams, "Letter to Samuel Adams," H&C 185-189
Abigail Adams, "Letters of John and Abigail Adams during the Revolution"

Journal entry 6 -- due by class-time on 9/24

Research keywords: Constitutional Convention/Philadelphia Convention, federalism, anti-federalism

Week 7 (10/1, 10/3, 10/5): Making Democracy Work
Thomas Jefferson, selection from Notes on the State of Virginia and letters, H&C 195-216
Mercy Otis Warren, Observations on the New Constitution
The Bill of Rights

Journal entry 7 -- due by class-time on 10/1

Research keywords: Jeffersonian democracy, Bill of Rights, Mercy Otis Warren, Shay's Rebellion

Unit II. The Limits of Democracy, The Limits of the Market

Week 8 (10/10, 10/12): What Money Can't Buy
10/8, Fall Break—NO CLASS
Journal entry 8 -- due by class-time on 10/10

Research keywords: scalping, commodification, incentives
**Week 9 (10/15-10/19): What Money Can't Buy**
Michael Sandel, *What Money Can't Buy*, Chs. 3-4
Journal entry 9 – due by class-time on 10/15

Research keywords: health insurance, the "free market"

**Week 10 (10/22, 10/24, 10/26): Does the market make us freer?**
Milton Friedman, *Capitalism and Freedom*, Introduction, Ch. 1 and Ch. 2
Journal entry 10 – due by class-time on 10/22

Research keywords: the "invisible hand" of the market, Chicago School of Economics, Milton Friedman

**Week 11 (10/29, 10/31, 11/2): John Dewey's democracy-as-reconstruction**
John Dewey, "Creative Democracy - The Task Before Us"
John Dewey, excerpt from *The Public and Its Problems*

Journal entry 11 – due by class-time on 10/29

Research keywords: John Dewey, pragmatism

**Week 12 (11/5, 11/7, 11/9): American Socialism**
Mother Jones, "Agitation - The Greatest Factor for Progress"
Eugene Debs, "Revolutionary Unionism"
Emma Goldman, "What I Believe"

Journal entry 12 – due by class-time on 11/5

Research keywords: Mother Jones, Eugene Debs, Emma Goldman, Industrial Workers of the World, Ludlow Massacre

**Week 13 (11/12, 11/14, 11/16): Agitation and Class**
Henry David Thoreau, "Resistance to Civil Government," H&C 415-428
Roni Krouzman, "WTO: The Battle in Seattle: An Eyewitness Account"
Amy Goodman, "Independent Media in a Time of War"
Recommended: David Graeber, "On playing by the rules – the strange success of #OccupyWallStreet"

Journal entry 13 – due by class-time on 11/14

Research keywords: civil disobedience, WTO protests, Democracy Now!
Week 14 (11/19): The "Science" and Economy of Slavery
11/21 and 11/23, Thanksgiving Break—NO CLASS
George Fitzhugh, selection from Sociology for the South, H&C 480-490
Martin Delany, selection from The Destiny of the Colored People of the United States, H&C 491-507

Journal entry 14 -- due by class-time on 11/19

Research keywords: chattel slavery, wage slavery, black nationalism

Week 15 (11/26, 11/28, 11/30): Are Prisons Obsolete?
Angela Davis, Are Prisons Obsolete?, Introduction and Chs. 1-2
Recommended: Fannie Lou Hamer, "Testimony"

Journal entry 15 -- due by class-time on 11/28

Research keywords: incarceration rates and demographics, "prison industrial complex"

Week 16 (12/3, 12/5, 12/7): Are Prisons Obsolete?
Angela Davis, Are Prisons Obsolete?, Chs. 4-6
Recommended: Assata Shakur, "Women in Prison: How We Are"

Journal entry 16 -- due by class-time on 12/3

Research keywords: incarceration rates and demographics, "prison-industrial complex"

Week 17 (12/10-12/14): Final Examinations
Final Examinations—NO CLASS
Final Papers due in my email inbox by 4:00 on 12/12
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: PHIL 4490
   Graduate: No

Course Title: Close Readings in Philosophy

Course Description: In this course students will practice a close reading of a single text over the course of the semester. We will pay very close attention to the author’s strategic choice of vocabulary. We will become attentive to the thinkers to whom the philosopher responds, as well as the historical and philosophical influences that shape the ideas presented in the text. We will move slowly through each paragraph, thinking carefully about the practical implications of each element of the theory in question, as well as the theory as a whole. Topics will vary from semester to semester.

Credits: 1-3

Prerequisite(s):
   Undergraduate: None
   Graduate: N/A

1. Reason(s) for creating this course: As part of our proposal to reinstate the Philosophy major, we wish to offer a senior level course which prepares students (particularly those planning to pursue graduate degrees) for in-depth close reading of texts and high-level discussions of difficult philosophical material.

2. How often will this course be offered? Once per year.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   - Students will engage in close, informed and charitable reading of philosophical texts.
   - Students will write careful, informed and logical texts.
   - Students will recognize and articulate the ramifications of philosophical theories for addressing specific cultural problems.

4. What are the major content areas for the course?
   Close readings of classic and contemporary works in philosophy. Topics will vary from semester to semester.
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
Repeatable for credit, up to 6 credits if topics vary.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
N/A

7. What is the projected maximum class size (cap)?
10

8. What qualified faculty will be available to teach this course?
Daniel Guentchev and Dennis Lunt

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:
   None required

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
PHIL 4490 CLOSE READINGS IN PHILOSOPHY: JOHN DEWEY’S *ART AS EXPERIENCE*  
(1 Credit)  
Tuesday 9:30  
FALL 2018  
HS 347  

**Instructor:** Daniel Guentchev  
DGuentchev@bemidjistate.edu  
Phone: 755-3351  
Office: HS305  

**COURSE DESCRIPTION:**  
In this course students will practice a close reading of a single text over the course of the semester. We will pay very close attention to the author’s strategic choice of vocabulary. We will become attentive to the thinkers to whom the philosopher responds, as well as the historical and philosophical influences that shape the ideas presented in the text. We will move slowly through each paragraph, thinking carefully about the practical implications of each element of the theory in question, as well as the theory as a whole.  

**STUDENT LEARNING OBJECTIVES:** Students will be able to: (a) engage in close, informed and charitable reading of philosophical texts; (b) write careful, informed and logical texts; (c) recognize and articulate the ramifications of philosophical theories for addressing specific cultural problems.  

**REQUIRED READINGS:**  
John Dewey – *Art as Experience*  

**COURSEWORK AND ASSIGNMENTS:**  
**Participation – 10% of final grade:** Dialogue is essential to practicing philosophy. I expect students to engage in dialogue with me and each other on the issues and readings we address. Each section of the class will end with a period dedicated to discussion. No readings are assigned for those periods, but students must submit questions addressing particular problems or sections of the text during discussion meetings. We will all discuss the best questions. Discussion is not limited to the designated class sections, and is encouraged throughout the semester. **You cannot earn an A in the course if you do not participate.**  

**Chapter Precis – 30% of final grade (10% each):** Students will take turns in writing precis style essays (1-2 single-spaced page) that examine in detail a portion of the reading assigned for class. These essays will be made available to all students and will be critiqued in class.  

**Final Essay – 60% of final grade:** Each student will write a final paper (a minimum of 2000 words) that delivers a close analysis of key terms and passages from the reading, explaining the practical ramifications of those passages.  

**Academic Integrity Statement:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

All work submitted in this class must be original work. If you use anyone else’s work and fail to cite the source, it will be considered a case of plagiarism. A plagiarized short essay may not be rewritten.

Upon encountering a plagiarized passage in your work, I will stop reading and fail that assignment. I may decide to take further measures. Pointing out to me that this will ruin your GPA is not sufficient reason for me to disregard an act of academic dishonesty.

**Students with Special Needs Statement:**
Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

**Classroom behavior:** Please be on time for class as a courtesy to your classmates. Turn off cell phones, other electronic devices. In case of special circumstances, notify me at the beginning of class that you need to leave your phone on.

We will be looking at serious issues about which many of us have strong beliefs. It is inevitable that you will encounter at least one position, either in the texts or expressed by a classmate, which disagrees with your own. While you are encouraged to engage in discussion, it is to be done professionally and courteously. Any intolerant, aggressive and disrespectful behavior will be sanctioned. Depending on the severity of a student’s behavior, I reserve the right to request them to remain silent for the rest of the class, to leave the classroom or withdraw them from the course.

**READING SCHEDULE:**
**Subject to revision**

Aug 30: Course Introduction and Chapter 1

Sept 6: Chapter 2

Sept 13: Chapter 3

Sept 20: Chapter 4

Sept 27: Chapter 5

Oct 4: Chapter 6

Oct 11: Chapter 7
Oct 18: Chapter 8
Oct 25: Chapter 9
Nov 1: Chapter 10
Nov 8: Chapter 11
Nov 15: Chapter 12
Nov 22: No Class
Nov 29: Chapter 13
Dec 6: Chapter 14
BSU Curriculum Forms

New Program Form

Type of Program to be established:

___ M.S.*
___ M.A.*
___ Applied Masters**
___ B.S.
___ B.S./T.L.
X___ B.A.
___ Minor
___ Field of Emphasis: Stand Alone
___ Field of Emphasis in:
___ Other:

Program name: Philosophy

Reason(s) for new program:
See attached document, “Benefits of and interest in Philosophy BA”

Student learning outcomes for the program (please use the same format as for other programs in the department):

- Students will recognize major concepts, traditions and thinkers in the history of philosophy.
- Students will engage in close, informed and charitable reading of philosophical texts.
- Students will write careful, informed and logical texts.
- Students will assemble and deliver philosophical exposition on social, political and legal decisions.
- Students will analyze the logical structure and philosophical past and significance of social, political and legal decisions.
- Students will construct practical and creative depictions of contemporary philosophical debates, which clarify social, political and legal decisions.
- Students will build a democratic future, where the well-being and rights of living things are respected.
How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

Students build portfolio of final papers/exams from all 6 core classes, plus 2 papers from PHIL electives of their choosing. Philosophy faculty will evaluate progress at students’ sophomore and senior years, using a program rubric.

**Note:** If courses from other departments are required for this program, please notify the chairs of those departments.

**Political Science**

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

X____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

**Humanities**

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

X_____ Comments were received within one week of the notification, and are attached.

**Indigenous Studies**

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.
Comments were received within one week of the notification, and are attached.

Leadership Studies

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

X_____ Comments were received within one week of the notification, and are attached.

Psychology

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

X_____ Comments were received within one week of the notification, and are attached.

Sociology/Anthropology

The home department/program was notified that this new program will require courses from their area: 11/27/2017 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

X_____ Comments were received within one week of the notification, and are attached.
Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alerts:

- Attach draft catalog copy of proposed program.
- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

  a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.

  b. Competency Requirement

  c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:

  d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Philosophy B.A.: 39 Credits

**Student Learning Outcomes**

- Students will recognize major concepts, traditions and thinkers in the history of philosophy.
- Students will engage in close, informed and charitable reading of philosophical texts.
- Students will write careful, informed and logical texts.
- Students will assemble and deliver philosophical exposition on social, political and legal decisions.
- Students will analyze the logical structure and philosophical past and significance of social, political and legal decisions.
- Students will construct practical and creative depictions of contemporary philosophical debates, which clarify social, political and legal decisions.
- Students will build a democratic future, where the well-being and rights of living things are respected.

**Catalog Description**

The name of philosophy translates literally to ‘love of wisdom.’ Wisdom, as opposed to any sort of specialized knowledge, is the ability to discern what sorts of knowledge and skills lead to a better life for individuals and communities. The pursuit a good life requires individuals and communities to subject their priorities to careful scrutiny. Philosophy promotes a thoughtful engagement with the world around us through a careful analysis of the problems that confront us on a daily basis.

Bemidji State University’s philosophy program emphasizes the history of philosophy and applied ethics. We examine closely how current debates in politics, law, religion, and the arts are grounded in longstanding theoretical debates. In our program, students are taught to read, write, and speak on those debates. In this way students are prepared for careers in public service, law, human rights, public policy, the arts, and religious leadership.
Philosophy, B.A. major

Required Credits: 39
Required GPA: 2.25

I. Required Courses

Required core courses:
PHIL 2220, Ethics (3 credits)
PHIL 2230, Logic (3 credits)

History cycle: Complete the following courses:
PHIL 3310, Ancient and Medieval Philosophy (3 credits)
PHIL 3320, Modern Philosophy (3 credits)
PHIL 3330, Nineteenth Century Philosophy (3 credits)
PHIL 3340, Twentieth Century Philosophy (3 credits)

II. Required Electives

Complete 21 elective credits. (At least 15 credits must be PHIL electives. Up to 6 credits of electives may be taken from the listed Non-PHIL courses.)

PHIL electives:
Select at least 15 credits from the following
PHIL 1100, Introduction to Philosophy (3 credits)
PHIL 2400, The American Mind (3 credits)
PHIL 2240, Aesthetics (3 credits)
PHIL 2250, Human Nature (3 credits)
PHIL 2260, Women and Philosophy (3 credits)
PHIL 2290, Topics or Philosophers (3 credits)
-> course is repeatable for up to 6 credits in the major with different topic.
PHIL 2310, Philosophy in Literature (3 credits)
PHIL 2330, Philosophies of Non-Violence (3 credits)
PHIL 2925, People of the Environment: Environmental Ethics Perspective (3 credits)
PHIL 2954, Study—Travel, Humanities and the Arts (1-6 credits)
PHIL 3360, Asian Philosophy (3 credits)
PHIL 3380, Political Philosophy (3 credits)
PHIL 3390, Marxist Philosophy (3 credits)
PHIL 4490, Close Readings in Philosophy (1-3 credits)
-> course is repeatable for up to 6 credits in the major with different topic.

Non-PHIL electives:
Select up to 6 credits from the following, in consultation with program directors.
(Note: Some courses below require pre-requisites that are not part of this program.)
ANTH 1110, Cultural Anthropology (3 credits)
ARTH 2551, Art History Survey I (4 credits)
ARTH 2552, Art History Survey II (4 credits)
ENGL 2355, American Literature, 1865 to Present (3 credits)
ENGL 2350, American Literature to 1865 (3 credits)
HST 3208, Greece and Rome, 1500 BCE-500 CE (3 credits)
HST 2799, Religion in America (3 credits)
HST 3409, Colonialism and Modernization in the Non-Western World (3 credits)
INST 2201, Creation to Contact (3 credits)
INST 4207, Indigenous Philosophy (3 credits)
INST 4900, Social Justice (3 credits)
LEAD 3500, Theories and Contexts of Leadership (3 credits)
POL 3180, International Law and Relations (3 credits)
POL 4200, Constitutional Law (3 credits)
PSY 3367, Social Psychology (3 credits)
PSY 3437, Cognitive Psychology (3 credits)
SOC 2200, Social Movements and Change (3 credits)
SOC 2230, Race and Ethnic Relations (3 credits)

**Philosophy, B.A. major with Pre-Law emphasis**

Required Credits: 39
Required GPA: 2.25

**I. Required Courses**

*Required core courses:*
PHIL 2220, Ethics (3 credits)
PHIL 2230, Logic (3 credits)

*History cycle: Complete the following courses:*
PHIL 3310, Ancient and Medieval Philosophy (3 credits)
PHIL 3320, Modern Philosophy (3 credits)
PHIL 3330, Nineteenth Century Philosophy (3 credits)
PHIL 3340, Twentieth Century Philosophy (3 credits)

**II. Required Electives**

*Pre-Law Emphasis:*
Complete 21 elective credits. (At least 15 credits must be PHIL electives. Up to 6 credits of
electives may be taken from the listed Non-PHIL courses.)

HST 3258, The Roman Civil Law Tradition (3 credits)
INST 4900, Social Justice (3 credits)
PHIL 2330, Philosophies of Non-Violence (3 credits)
PHIL 2400, The American Mind (3 credits)
PHIL 2925, People of the Environment: Environmental Ethics Perspective (3 credits)
PHIL 3380, Political Philosophy (3 credits)
PHIL 3390, Marxist Philosophy (3 credits)
PHIL 4490, Close Readings in Philosophy (1-3 credits)
-> course is repeatable for up to 6 credits in the major with different topic.
POL 3180, International Law and Relations (3 credits)
POL 4200, Constitutional Law (3 credits)
SOC 2230, Race and Ethnic Relations (3 credits)

Time to Complete Major Requirements/Managing Faculty Course-load

Students will be able to complete their major requirements in 2-3 years. This will allow students to participate in the BSU-Mitchell Hamline School of Law 3+3 Pre-Law Articulation.

Suggested semester schedule for philosophy BA:

- Freshman Year
  - Fall: PHIL 2220
  - Spring: PHIL 2230, PHIL elective
- Sophomore Year
  - Fall: PHIL 3310, PHIL elective
  - Spring: PHIL 3320, PHIL elective
- Junior/Senior Year
  - Fall: PHIL 3330, PHIL Elective
  - Spring: PHIL 3340, PHIL Elective

Faculty will be able to restrict their course preparation to 3 distinct philosophy courses per semester, for most semesters.
### Daniel Guentchev’s Classes

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong>&lt;br&gt;PHIL 1100</td>
<td><strong>Spring</strong>&lt;br&gt;PHIL 2230</td>
<td><strong>Fall</strong>&lt;br&gt;PHIL 1100</td>
</tr>
<tr>
<td>PHIL 1100</td>
<td>PHIL 2230</td>
<td>PHIL 2230</td>
</tr>
<tr>
<td>PHIL 2240</td>
<td>PHIL 2250</td>
<td>PHIL 2250</td>
</tr>
<tr>
<td>PHIL 3310</td>
<td>PHIL 3320</td>
<td>PHIL 2240</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL 3330</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL 3330</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHIL 2290</td>
</tr>
</tbody>
</table>

### Dennis Lunt’s Classes*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong>&lt;br&gt;PHIL 2220</td>
<td><strong>Spring</strong>&lt;br&gt;LEAD 4000</td>
<td><strong>Fall</strong>&lt;br&gt;LEAD 3500</td>
</tr>
<tr>
<td>PHIL 2220 (ONL)</td>
<td>PHIL 2220</td>
<td>PHIL 2220</td>
</tr>
<tr>
<td>PHIL 3380</td>
<td>PHIL 2220 (ONL)</td>
<td>PHIL 2220</td>
</tr>
<tr>
<td>(Release time)</td>
<td>(Release time)</td>
<td>(Release time)</td>
</tr>
</tbody>
</table>

**Year 2**

| **Fall**<br>PHIL 1100  | **Spring**<br>PHIL 2230  | **Fall**<br>PHIL 1100 |
| PHIL 1100  | PHIL 2230  | PHIL 2230 |
| PHIL 2240  | PHIL 2925  | PHIL 2250 |
| PHIL 3330  | PHIL 3340  | PHIL 3340 |
|          |          | PHIL 2290 |
|          |          | PHIL 2290 |
|          |          | PHIL 2290 |

**Year 3**

| **Fall**<br>PHIL 2220  | **Spring**<br>LEAD 4000  | **Fall**<br>LEAD 3500 |
| PHIL 2220 (ONL)  | PHIL 2220  | PHIL 2220 |
| PHIL 3310  | PHIL 3380  | PHIL 3380 |
| (Release time)  | (Release time)  | (Release time) |

* Dennis’ Leadership Studies co-directorship requires at least one LEAD course per year and comes with 3 credits of course release time per year.
Benefits of and Interest in BSU Philosophy BA program, 11.29.2017

From 1975 to 2011, Bemidji State offered a vibrant, active philosophy BA program to students in northern Minnesota. Philosophy is a “mission essential” at Bemidji State, part of what defines its role in the area. Philosophy’s role was larger than its contribution to liberal education, though, as evidenced by consistent enrollment in the philosophy BA program.

The program was approved for closure in 2011. Bemidji State has required two philosophy faculty on staff since 2016, in order to meet the need for liberal education on campus. Traditionally, the philosophy faculty met this need with diverse offerings that also allowed them to also offer a viable BA program. When the University’s philosophy program was temporarily reduced to one full-time philosophy faculty member, the BA program was eliminated. In 2016, the philosophy program was back to its traditional complement of two full-time philosophers and could again meet the need for philosophy instruction—and for a philosophy major.

This NOI is meant to restart the philosophy BA program, but it also reconfigures it to present a unique offering for students interested in law, religious leadership, non-profit work and higher education. The need for this option can be seen in (a) surveys of our current students, (b) the careers of students graduating with a philosophy minor, and (c) national and state trends that indicate a growing demand for a philosophy education.

(a) We administered an anonymous survey to students enrolled in philosophy classes in the fall of 2017, to better gauge their interest in philosophy. It included the following question: “Right now, BSU does not offer a major in philosophy. If it were possible to major in philosophy when you applied to BSU, would you have considered majoring in philosophy?” Of the 81 respondents, 14.8% (12 students) replied “Definitely” or “Probably,” and 17.3% (14) replied “Maybe.” To better understand these results, we also asked, “If BSU offered a major in philosophy next academic year (starting in fall 2018), would you consider adding a philosophy major as a second major?” 7.6 % (7) replied “Definitely” or “Probably.” We also gave students the option, “I would like to major in philosophy, but I would not be able to graduate on time.” 16% (13) selected this option.

Our survey suggests that a segment of the student-age population would have considered a philosophy major, when considering applying to BSU, and that a segment of our current students would utilize a philosophy major as a second major. These results verify our experiences when advising students. A number of our students have requested a philosophy major, often as a second major, to open further “doors” in their future career. Students interested in careers in the law, NGOs, the arts and religious leadership have often approached the philosophy faculty about the possibility of a major in philosophy. While their interest has kept the philosophy minor active, the need for a philosophy major is evident.
(b) The results fit, as well, with the careers of students who have graduated with a philosophy minor or BA from Bemidji State. For example, our last graduate from the philosophy BA program completed an MA in public policy at Oregon State University, and now works for the Marion County Health Department. Another graduate, with a philosophy minor, entered Drake University Law School to pursue a career in environmental law. Another recent graduate instructs 7-14 year-old students in environmental ethics and sustainability in down-state Minnesota. One of our current students, with a philosophy minor, is pursuing a PhD in philosophy and is considering offers from prestigious philosophy graduate programs. These examples are suggestive of the career paths for students with a BA in philosophy.

(c) Our survey results are consistent with national and state trends, which indicate that the demand for students trained in philosophy is growing. A philosophy major offers a number of advantages to BSU students.

    Philosophy is a common major for those wishing to pursue a career in law, and recent data has shown that graduates of philosophy continue to perform well on the LSAT, joining Classics and Mathematics as one of the most valuable degrees for those seeking entrance to law school. (http://excessofdemocracy.com/blog/2015/5/lsat-scores-and-gpas-of-law-school-matriculants-sorted-by-undergraduate-major-2013-2014) We believe the philosophy major will work well for students wishing to take advantage of the agreement BSU has with Mitchell Hamline School of Law (http://www.bemidjistate.edu/academics/programs/mitchellhamline/program-overview/)

    The Education Testing Service, which administers the GRE, tracks test-takers’ intended graduate degrees (rather than undergraduate major). Those bound for graduate philosophy programs have consistently out-performed students bound for any other field, with the highest mean scores and the highest scores on the verbal reasoning and analytical writing portions of the test. (http://physicsbuzz.physicscentral.com/2014/08/best-gre-scores-by-major-2014-edition.html)

    Of GMAT test-takers, those with a major in philosophy have a mean score of 587. When test-takers are broken down by undergraduate major, philosophy is the fifth highest-scoring field—outperforming business, finance and economics. (http://www.umsl.edu/~gradyf/AverageGMATbyMajor.pdf)

    For students attracted to the humanistic disciplines, philosophy offers the possibility for the highest earnings in comparison to other humanities. (http://c.ymcdn.com/sites/www.apaonline.org/resource/resmgr/data_on_profession/philosophy_majors_after_coll.pdf). From a list of 489 majors, payscale.com’s college salary report ranks philosophy 157th with a median early career pay of $44,800 and a mid-career median of $85,100
Report for Philosophy program survey, Fall 2017

Response Counts

Completion Rate: 91%

Complete: 81
Partial: 8

Totals: 89
1. How many philosophy courses have you taken at BSU? Include the philosophy course(s) you are enrolled in now.

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72.8%</td>
<td>59</td>
</tr>
<tr>
<td>2</td>
<td>17.3%</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>2.5%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2.5%</td>
<td>2</td>
</tr>
<tr>
<td>5+</td>
<td>4.9%</td>
<td>4</td>
</tr>
</tbody>
</table>

Totals: 81
2. Have/are you taking traditional in-person classes, online classes or a mix of both?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only traditional, in-person classes</td>
<td>92.6%</td>
<td>75</td>
</tr>
<tr>
<td>Only online philosophy classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both traditional and online classes</td>
<td>2.5%</td>
<td>2</td>
</tr>
</tbody>
</table>

Totals: 81
3. What made you decide to enroll in a philosophy course this semester? Check all that apply.
<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>It fulfills a liberal education requirement.</td>
<td>74.1%</td>
<td>60</td>
</tr>
<tr>
<td>It fulfills a requirement for my major.</td>
<td>13.6%</td>
<td>11</td>
</tr>
<tr>
<td>It fulfills a requirement for my minor.</td>
<td>17.3%</td>
<td>14</td>
</tr>
<tr>
<td>I took another philosophy course at BSU and enjoyed it.</td>
<td>16.0%</td>
<td>13</td>
</tr>
<tr>
<td>I have never taken a philosophy course, but philosophy sounded interesting.</td>
<td>35.8%</td>
<td>29</td>
</tr>
<tr>
<td>A friend recommended this course.</td>
<td>2.5%</td>
<td>2</td>
</tr>
<tr>
<td>A friend recommended this professor.</td>
<td>11.1%</td>
<td>9</td>
</tr>
<tr>
<td>A faculty member or advisor recommended this course.</td>
<td>4.9%</td>
<td>4</td>
</tr>
<tr>
<td>I am not sure.</td>
<td>1.2%</td>
<td>1</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>2.5%</td>
<td>2</td>
</tr>
</tbody>
</table>

**Other - Write In**

| Learned about philosophy in high school and always found it interesting | 1 |
| This course sounded cool                                               | 1 |

Totals 2
4. If a student asks for your advice about which classes to take, would you recommend a philosophy course?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td>2.5%</td>
<td>2</td>
</tr>
<tr>
<td>Probably not</td>
<td>2.5%</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.0%</td>
<td>13</td>
</tr>
<tr>
<td>Probably</td>
<td>55.6%</td>
<td>45</td>
</tr>
<tr>
<td>Definitely</td>
<td>23.5%</td>
<td>19</td>
</tr>
</tbody>
</table>

Totals: 81
5. Why would you recommend a philosophy course to another student? (optional)

<table>
<thead>
<tr>
<th>ResponseID</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Because I think it's important that people understand that there are other way of thinking. And to better understand How philosophy affects everyday life, because it is something that you do everyday wether you realize it or not.</td>
</tr>
<tr>
<td>7</td>
<td>I would recommend a philosophy course to someone else if they were interested in taking a course that challenges their current way of thinking and/or one that requires a lot of thinking/speculation.</td>
</tr>
<tr>
<td>8</td>
<td>To gain knowledge about topics that you might not otherwise think of.</td>
</tr>
<tr>
<td>10</td>
<td>It's very interesting to me and I really enjoyed Dr. Guentchev's teaching style</td>
</tr>
<tr>
<td>11</td>
<td>It would expand on their knowledge and help them gain a better understanding of everything life has to offer</td>
</tr>
<tr>
<td>12</td>
<td>Philosophy is awesome but at the very least it will enhance your critical thinking and analytical skills.</td>
</tr>
<tr>
<td>15</td>
<td>It is interesting</td>
</tr>
<tr>
<td>ResponseID</td>
<td>Response</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>16</td>
<td>Because it opens your eyes on how to be a better person</td>
</tr>
<tr>
<td>17</td>
<td>It teaches you to think more critically and also to examine evidence from multiple angles. If the course is taught by Daniel Guentchev then I would recommend it for sure.</td>
</tr>
<tr>
<td>22</td>
<td>I like how philosophy has expanded my perspective, and offered many angles to a particular story/idea/controversy.</td>
</tr>
<tr>
<td>23</td>
<td>I think that they are interesting. It is not a ridiculous amount of homework. Both professors are awesome. They are really educated. They are helpful with life issues. They are understanding. They make the classes enjoyable.</td>
</tr>
<tr>
<td>25</td>
<td>It was an easy class</td>
</tr>
<tr>
<td>27</td>
<td>It fulfills a goal area and it’s an interesting class to see how we can relate ideas from the past to now.</td>
</tr>
<tr>
<td>31</td>
<td>Taking a philosophy course really helped me form more logical arguments and assess the arguments of others more deeply. Philosophy enables you to think about questions that don’t necessarily have clear cut answers. The world is filled with unanswerable questions and I think how the methods that philosophers use to tackle these questions are methods/ways that can be applied to every major/subject and person’s approach to understanding the world.</td>
</tr>
<tr>
<td>38</td>
<td>Good conversations</td>
</tr>
<tr>
<td>44</td>
<td>Intro to philosophy was very interesting and well taught, I learned a lot of interesting things</td>
</tr>
<tr>
<td>45</td>
<td>It’s good for everyone to become intellectual and I believe philosophy is the start of thinking in an intellectual way</td>
</tr>
<tr>
<td>48</td>
<td>You can learn new things without the stress of an unbearably hard course.</td>
</tr>
<tr>
<td>50</td>
<td>If you enjoy reading and critical thinking it’s a good class to take.</td>
</tr>
<tr>
<td>53</td>
<td>I have found Dr. Guentchev to be a very interesting and quality professor. The content is, of course, very interesting but more so than that, Dr. Guentchev delivers the content well and in a informative and entertaining way. I would recommend this to a friend who may need it for a lib ed requirement and was looking for something interesting.</td>
</tr>
</tbody>
</table>
6. Why would you NOT recommend a philosophy course to another student? (optional)

<table>
<thead>
<tr>
<th>ResponseID</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>It is very hard to understand</td>
</tr>
<tr>
<td>39</td>
<td>It's really confusing and doesn't really have any benefits to the class.</td>
</tr>
<tr>
<td>61</td>
<td>All you do is question everything. What's the point of questioning and thinking about things that we will never have the answer to and we have to listen to stupid people defend their beliefs.</td>
</tr>
</tbody>
</table>
7. Right now, BSU does not offer a major in philosophy. If it were possible to major in philosophy when you applied to BSU, would you have considered majoring in philosophy?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td>30.9%</td>
<td>25</td>
</tr>
<tr>
<td>Probably not</td>
<td>37.0%</td>
<td>30</td>
</tr>
<tr>
<td>Maybe</td>
<td>17.3%</td>
<td>14</td>
</tr>
<tr>
<td>Probably</td>
<td>7.4%</td>
<td>6</td>
</tr>
<tr>
<td>Definitely</td>
<td>7.4%</td>
<td>6</td>
</tr>
</tbody>
</table>

Totals: 81
8. If BSU offered a major in philosophy next academic year (starting in fall 2018), would you consider adding a philosophy major as a second major?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to major in philosophy, but I would not be able to graduate on time.</td>
<td>16.0%</td>
<td>13</td>
</tr>
<tr>
<td>Definitely not</td>
<td>33.3%</td>
<td>27</td>
</tr>
<tr>
<td>Probably not</td>
<td>33.3%</td>
<td>27</td>
</tr>
<tr>
<td>Neutral</td>
<td>8.6%</td>
<td>7</td>
</tr>
<tr>
<td>Probably</td>
<td>3.7%</td>
<td>3</td>
</tr>
<tr>
<td>Definitely</td>
<td>4.9%</td>
<td>4</td>
</tr>
</tbody>
</table>

Totals: 81
9. What have you most enjoyed the most about your philosophy classes? (optional)

<table>
<thead>
<tr>
<th>ResponseID</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The fact that our instructor is very open minded and doesn't make you feel dumb, lets you express your opinion, and also let us basically choose our topics for the semester.</td>
</tr>
<tr>
<td>7</td>
<td>I like the way they have stretched my mind and exposed me to schools of thought that I would not have been exposed to otherwise. I also appreciate the philosophy faculty. I can tell they are passionate about what they do. This makes a huge difference to me as a student.</td>
</tr>
<tr>
<td>8</td>
<td>The topics that have been covered during this semester.</td>
</tr>
<tr>
<td>10</td>
<td>How there is discussions every day and how we always have a lot of questions</td>
</tr>
<tr>
<td>11</td>
<td>The knowledge that I can learn from these men. Along with the skill that comes from reading Philosophical works</td>
</tr>
<tr>
<td>12</td>
<td>Class discussions.</td>
</tr>
<tr>
<td>15</td>
<td>the group work</td>
</tr>
<tr>
<td>ResponseID</td>
<td>Response</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>16</td>
<td>It keeps me engaged in class and note taking</td>
</tr>
<tr>
<td>17</td>
<td>The learning atmosphere, ease of material, and the interesting interactions among the class were most enjoyable.</td>
</tr>
<tr>
<td>20</td>
<td>It makes you think deeply. You have to analyze the text in order to achieve the answer.</td>
</tr>
<tr>
<td>21</td>
<td>I really enjoyed that instead of tests, we had to write papers. I had a hard time understanding the content so tests would have made the class way harder for me.</td>
</tr>
<tr>
<td>22</td>
<td>I enjoyed the openness to express ideas, and differences. And to challenge my way of thinking.</td>
</tr>
<tr>
<td>23</td>
<td>I enjoy what we learn. I think it interesting to do all the reading and learn how people think and why they think that. Also I enjoy learning a little history. It is also interesting to learn about the moral debates and understand both sides of controversial topics. My favorite class at BSU was ethics. I wish I would have taken more classes similar to that structure.</td>
</tr>
<tr>
<td>24</td>
<td>The different Ideas</td>
</tr>
<tr>
<td>25</td>
<td>That group work ties back to the tests</td>
</tr>
<tr>
<td>27</td>
<td>Daniel always keeps everyone’s attention in class because so makes a lot of funny comments.</td>
</tr>
<tr>
<td>31</td>
<td>It’s problem-based and inquiry learning! We don’t get enough of that in college classrooms.</td>
</tr>
<tr>
<td>32</td>
<td>The lectures, they are very helpful.</td>
</tr>
<tr>
<td>38</td>
<td>Good conversations</td>
</tr>
<tr>
<td>39</td>
<td>Absolutely nothing.</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Dennis Lunt / Assistant Professor of Philosophy / 11.29.2017
Proposer / Title / Date

Daniel Guentchev / Assistant Professor of Philosophy / 11.29.2017
Proposer / Title / Date

Brendan McManus / Humanities, Philosophy and History Department Chair / 11.30.2017
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Colleen Greer / Dean of College of Arts and Sciences / 12.05.2017
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
From: Rucha Ambikar  
Sent: Monday, November 27, 2017 10:39 PM  
To: Daniel Guentchev <DGuentchev@bemidjistate.edu>  
Subject: Re: Anthropology and Sociology courses as electives for Philosophy major

Daniel,

The major in Philosophy sounds like a wonderful addition to the offerings at BSU. We welcome students from Philosophy in our courses and the three that you have picked as electives seem particularly suitable. I look forward to having philosophy students in our classes. Best wishes

Rucha

Dr. Rucha Ambikar  
Assistant Professor of Sociology/Anthropology  
Chair, Department of Sociology  
Bemidji State University  
Hagg Sauer 309  
Ph: 218) 755-2540  
Email: rambikar@bemidjistate.edu

__________

From: Daniel Guentchev  
Sent: Monday, November 27, 2017 3:41:55 PM  
To: Rucha Ambikar  
Subject: Anthropology and Sociology courses as electives for Philosophy major

Hi Rucha,

I am writing to inform you that we are preparing to reinstate the major in Philosophy to be submitted for curricular review. We would like to have ANTH 1110, Cultural Anthropology, SOC 2200, Social Movements and Change, and SOC 2230, Race and Ethnic Relations as electives in the major.

Please let me know if you have any concerns or questions regarding this curricular addition.

Thank you,

Daniel Guentchev  
Assistant Professor of Philosophy  
Dept. of Humanities  
Bemidji State University  
1500 Birchmont Dr NE #23  
Bemidji, MN 56601
From: Daniel Guentchev
To: Dennis Lunt
Subject: FW: English classes as electives for Philosophy major
Date: Thursday, November 30, 2017 12:17:47 PM

From: Lauren Cobb
Sent: Thursday, November 30, 2017 12:08 PM
To: Daniel Guentchev <DGuentchev@bemidjistate.edu>
Subject: Re: English classes as electives for Philosophy major

Hi Daniel,
I have no concerns and believe these classes will be a good fit with your major.
Best,
Lauren

From: Daniel Guentchev
Sent: Monday, November 27, 2017 3:37:10 PM
To: Lauren Cobb
Subject: English classes as electives for Philosophy major

Hi Lauren,
I am writing to inform you that we are preparing to reinstate the major in Philosophy to be submitted for curricular review. We would like to have ENGL 2355, American Literature, 1865 to Present and ENGL 2350, American Literature to 1865 as electives in the major.

Please let me know if you have any concerns or questions regarding this curricular addition.

Thank you,

Daniel Guentchev
Assistant Professor of Philosophy
Dept. of Humanities
Bemidji State University
1500 Birchmont Dr NE #23
Bemidji, MN 56601
From: Anton Treuer
Sent: Tuesday, November 28, 2017 11:15 AM
To: Daniel Guentchev <DGuentchev@bemidjistate.edu>
Cc: Michael Lane <MLane@bemidjistate.edu>; Nicky Michael <NMichael2@bemidjistate.edu>; Miriam Rivera-Hokanson <MRiveraHokanson@bemidjistate.edu>; April Larson <ALarson@bemidjistate.edu>; Anton Treuer <ATreuer@bemidjistate.edu>; Garnet Mountain <GMountain@bemidjistate.edu>; Vivian Delgado <VDelgado@bemidjistate.edu>; Colleen Greer <CGreer@bemidjistate.edu>; Tony Peffer <TPeffer@bemidjistate.edu>
Subject: Re: INST courses as electives for philosophy major

Daniel-
Good news on philosophy coming back! And we are happy to have INST 4207, Indigenous Philosophy and INST 4900, Social Justice included as electives in the major. We are doing a thorough assessment of our own program in Indigenous Studies and if anything changes on our end we will be sure to let you know. Best, Anton

http://antontreuer.com
Hi Anton,

I am writing to inform you that we are preparing to reinstate the major in Philosophy to be submitted for curricular review. We would like to have INST 4207, Indigenous Philosophy and INST 4900, Social Justice as electives in the major.

Please let me know if you have any concerns or questions regarding this curricular addition.

Thank you,

Daniel Guentchev
Assistant Professor of Philosophy
Dept. of Humanities
Bemidji State University
1500 Birchmont Dr NE #23
Bemidji, MN 56601

---

I vote Yeah
Daniel

---

From: Dennis Lunt
Sent: Thursday, November 30, 2017 12:42 PM
To: Brendan McManus <BMcManus@bemidjistate.edu>; Daniel Guentchev <DGuentchev@bemidjistate.edu>; John Ellis <JEllis@bemidjistate.edu>; Season Ellison <SEllison@bemidjistate.edu>
Subject: RE: Department Consent for Philosophy Major & proposed Dept. Meeting 12/6 @ 11:00 AM

I have attached the current proposal. I appreciate all your input and support. I think we have a viable (fun) major here.

Obviously, I vote yea. I know that we’re doing this at the eleventh hour, but if we can get a vote on the proposal today, Daniel and I can submit the paperwork tomorrow.

Best, Dennis Lunt
Assistant Professor of Philosophy Co-Director of Leadership Studies
Department of Humanities Bemidji
State University
Colleagues,

Dennis & Daniel are seeking Department Approval for the B.A. Major in Philosophy. The outline was distributed at the last Department Meeting. I have been very late in getting my work done, but it will be coming to you later this afternoon.

Can you email myself & Dennis regarding the Philosophy Major today. Yea or Nay: do you support its reestablishment as specified in the proposal?

I will call for a Department Meeting for the READING DAY, Wednesday, Dec. 6 @ 11:00 Am in HS 318. There will be a number of items on the agenda including:

Final Approval of Operating Procedures …
Assessment for History & Humanities …
Further discussion of Curriculum Proposal regarding prerequisites …

More Shortly …

Brendan McManus

On Nov 27, 2017, at 9:40 PM, Dennis Lunt <DLunt@bemidjistate.edu> wrote:

P.S. That earlier list of courses to be included in the proposed curriculum should have included HST 3258, which is listed as a possible elective for students taking philosophy with a pre-law emphasis.

Dennis Lunt

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #23
Bemidji, MN 56601
From: Dennis Lunt  
Sent: Monday, November 27, 2017 9:35:14 PM  
To: Brendan McManus  
Subject: Philosophy BA electives

Hi Brendan,

I am writing to inform you that the philosophy is preparing a new major in philosophy to be submitted for curricular review and (we hope) eventual approval down-state. We would like to include ARTH 2551, ARTH 2552, HST 3208, HST 3409 and HST 3599 as electives for the major.

Please let me know if you have any concerns or questions regarding the new curriculum.

Best,

Dennis Lunt

Assistant Professor of Philosophy  
Co-Director of Leadership Studies  
Department of Humanities  
Bemidji State University

1500 Birchmont Dr., Box #23  
Bemidji, MN 56601

Office: Hagg-Sauer 313  
218-755-2737

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From: Laurie Desiderato  
To: Dennis Lunt  
Cc: John Gonzalez  
Subject: RE: Philosophy BA electives  
Date: Tuesday, November 28, 2017 9:55:09 AM

Hello Dennis,

The psychology department faculty discussed this proposal several weeks ago and supported the inclusion of these courses as electives in the proposed Philosophy major. Both of these courses have an Introductory Psychology course as the only prerequisite, making them good elective options for students majoring in areas other than psychology. Psy 3367 is offered every semester on-campus, and often online in the summer as well. Psy 3437 is currently offered at least once a year and could be offered more frequently if the student demand increases.

We look forward to the return of the Philosophy major at BSU. Thank you for your efforts to bring it back!

Laurie
Hi Laurie

I am writing to inform you that the philosophy program is preparing a new major in philosophy to be submitted for curricular review and (we hope) eventual approval down-state. We would like to include PSY 3367 and PSY 3437 as electives for the major.

Please let me know if you have any concerns or questions regarding the new curriculum.

Best,

Dennis Lunt

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #23
Bemidji, MN 56601

Office: Hagg-Sauer 313
218-755-2737
Hi Dennis,

I think that is a great idea.

Best regards,

Veronica Veaux  
Assistant Professor & Co-Director Leadership Studies  
Business Administration – MH 128  
(218) 755-4122  
View my schedule

From: Dennis Lunt  
Sent: Monday, November 27, 2017 9:37 PM  
To: Veronica Veaux <VVeaux@bemidjistate.edu>  
Subject: Philosophy BA electives

Hi Veronica,

I am writing to inform you that the philosophy program is preparing a new major in philosophy to be submitted for curricular review and (we hope) eventual approval down-state. We would like to include LEAD 3500 as electives for the major.

Please let me know if you have any concerns or questions regarding the new curriculum. Since we co-direct, I wanted to make sure we were both consulted.

Best,

Dennis Lunt

Assistant Professor of Philosophy  
Co-Director of Leadership Studies  
Department of Humanities  
Bemidji State University

1500 Birchmont Dr., Box #23  
Bemidji, MN 56601

Office: Hagg-Sauer 313  
218-755-2737