

# UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

## BOARD OF REGENTS MINUTES December 13, 2023

The Board of Regents for the University of Science and Arts of Oklahoma met Wednesday, December 13, 2023, in the Regents Room of the Student Center on the Science & Arts campus. Before the meeting was called to order, President Kayla Hale stated that advance public notice of this meeting was properly filed and displayed in compliance with the Open Meeting Law.

Chairman Cale Walker called the meeting to order at 1:00 p.m. Roll call was taken:

**Present:**

Amanda Conley  
J.J. Francais  
Diane Ming  
Chris Mosley  
Suzanne Reynolds  
Kelley Wilkerson

**Absent:**

None

Also present were President Kayla Hale, Vice-President Mike Coponiti, Vice-President Dr. Donna Miles, Vice-President JP Audas, and Sharon Greene, assistant to the president and secretary to the board of regents.

**Approval of the Minutes for the November 8, 2023 meeting:** The minutes of the November 8, 2023 meeting were presented. Having no changes or corrections, Regent Wilkerson made a motion to accept the minutes as written. Regent Ming seconded the motion, and motion passed.

**Communications to the Board:** President Hale presented her communications to the board report. Highlights included:

- an upcoming visit to campus from the Director of the Office of Science in the U.S. Department of Energy in January 2024;
- the approval from the Council for the Accreditation of Educator Preparation (CAEP) with thanks to Dr. Sarah Layman; the report received zero stipulations and approval for the next seven years;
- recognition of Dean Jordan Vinyard for the award winning film produced at the 48-Hour Film Project;

- the Faculty Association is proposing changes to the discount rate for USAO employees and dependents; recognition of four newly endowed positions effective December 1, 2023:
  - Dr. Brenda Brown, the Jessie Dearing Kinley Endowed Chair in Interdisciplinary Studies
  - Dr. J.C. Casey, the Dorothy G. Wilcox Endowed Professorship in Interdisciplinary Studies
  - Jacquelyn Knapp, the Dorothy Cusick Endowed Professorship in Interdisciplinary Studies
  - Dr. Jeannette Loutsch, the Giles Family Endowed Professorship in Biology

**Personnel matters were presented as follows:**

**a. Appointments:**

William Berumen, effective December 1, 2023, Institutional Assessment Coordinator

**b. Change in Status:**

Dr. Brenda Brown, the Jessie Dearing Kinley Endowed Chair in Interdisciplinary Studies, effective December 1, 2023

Dr. J.C. Casey, the Dorothy G. Wilcox Endowed Professorship in Interdisciplinary Studies, effective December 1, 2023

Jacquelyn Knapp, the Dorothy Cusick Endowed Professorship in Interdisciplinary Studies, effective December 1, 2023

Dr. Jeannette Loutsch, the Giles Family Endowed Professorship in Biology, effective December 1, 2023

**c. Resignations:**

Amanda Burnside, effective November 30, 2023, Success and Retention Coach

Erin Doyeto, effective November 30, 2023, Grounds

Nancy Hughes, effective November 30, 2023, Student Services

**d. Retirees:**

None

**e. 2024 Adjunct List:**

Jerry Weems	IDS
Dawn Reitan-Brockman	LATIN
Dr. Mary Anne Chalaire	IDS
Katie Messerly	IDS
Kelli Monroe	IDS
Kelly Brown	IDS
Daniel Pool	IDS
Nicole McMonagle	IDS
Alex Coleman (from full-time to part-time)	ENGLISH

Sherry Read	MATH
Patricia Carr	MATH
Dee Dee McCormick	Physical Education
Ryan Chester	Biology
Carter Devine	Physical Education
Thomas Willcock	Physical Science
Freddy Baeza-	ART
Kaleb Benda	MUSIC
Ron Blankinship	MUSIC
Davon Carrington	MUSIC
Rhenada Finch-	MUSIC
Amber Godwin-	PHYS. EDUCATION
Adam Heilman	ART
Brianne Kollmorgan	MUSIC
Andy Myers	ART
Evelyn Talbot-	MUSC
Clayton Hampton	Business Administration
Rob Miles	Business Administration
Bradley Davis	Business Administration
Marissa Moore	Business Administration
Pam Foster	Psychology
Bradley Davis	Business Administration
Rachel Jackson	KIOWA/CLEMENTE
Debbie Early	SPEECH LANGUAGE
PATHOLOGY	

Having no changes or corrections, the personnel report was accepted as presented with a motion by Regent Mosley. The motion was seconded by Regent Conley; motion carried.

**Monthly Financial Statements:**

Vice President for Business and Finance Mike Coponiti presented the monthly financial statements. No action was necessary.

See appendix A, pp. 7-10

**Request for Acceptance of the FY 2022-2023 External Audit Report:** The Finance and Audit Committee met prior to the board meeting. Mr. Kirk Vanderslice, CPA, and partner of Hinkle & Company of Tulsa, Oklahoma, presented the audit report to the full

board. Regent Wilkerson, committee chair for the Finance & Audit Committee, then made a motion to accept the audit report as presented; the motion was seconded by Regent Mosley; the motion was carried by a unanimous vote.

See appendix B, pp. 11-19

**Request for Approval for Proposed Curriculum Addition and Change:** The Academic and Administrative Affairs Committee met prior to the board meeting to discuss the proposed one addition and one change to the current curriculum for the School of Humanities and Independent Studies. After discussion, a motion was brought by Committee Chair Ming to approve the addition and change of curriculum. The motion was seconded by Regent Mosley; the motion carried.

See appendix C, pp. 20-43

**Request to approve proposed 2024-2025 academic calendars:**

The Academic and Administrative Affairs Committee also reviewed the proposed academic calendars for Fall 2024, Spring 2025 and Summer 2025. The motion to approve the calendars was made by Committee Chair Ming, seconded by Regent Francois, and the motion carried.

See appendix D, pp. 44-46

**Presidents Report:**

President Hale touched on many topics during her presentation to the Board.

Review of organization goals and KPIs:

- Review of organizational goals and KPIs, with a primary goal of creating the FY25 budget process through budget modeling, establishing baseline operational budgets by unit, and forecasting new revenue options through concurrent and online courses;
- Goals of enrolling 275 first time freshmen for Fall 2024 and securing 1,000 applications for new prospective freshmen; yield 36% of 710 admitted students;
- Plans to visit all Grady county schools twice per recruiting season; consistently examine curriculum across the university to ensure offerings are relevant; reintroduce Computer Science as a baccalaureate program which has been approved by OSRHE;
- The plan to introduce a program in Native American Studies with emphases in economics, political science, art & culture, and language preservation is in process.
- Setting a goal of enrolling a minimum of 100 area high school students this summer (Summer 2024) and next fall (Fall 2024) in school-based concurrent learning course delivery; embed USAO faculty or engage qualified teachers as adjuncts in teaching concurrent classes in area high schools.

- Reintroduce evening and weekend classes to better meet demands of current students and attract new students.
- Double private fundraising goal to \$2,000,000 annually; increase annual solicitations and major gift solicitations and increase the number of new donors by 5%;
- Secure matching funding for renovation of Willard Hall of at least \$1M to \$3M (+56%);
- Double state and federal funding through active grant submission. Apply for TRIO grant funding;
- Develop Advisory Boards for each academic school.

Updates from the OSRHE and Oklahoma Legislature:

- OSRHE has requested \$1.1 billion in state funding for FY25, an increase of 12.2% over FY24 appropriations, which includes a request for new money for Oklahoma's Promise for Adult Learners.
- OSRHE asked all state institutions to prioritize their top 10 deferred maintenance projects by Friday, December 15 (Williard Hall, life/safety updates, accessibility);
- New public dashboards are being developed to allow access to enrollment, degrees/certificates conferred, and student success.

USAO updates:

- Completion of Office of Civil Rights accessibility audit.
- Gramm-Leach-Bliley Act compliance: privacy rule, safeguards rule and pretexting provisions.
- Plans for internal audits for Business & Finance and Information Technology offices.
- Chief of Staff Cathy Perri is spearheading Oklahoma Higher Education Day on Feb. 8, 2024.
- FMLA policy review.
- Records and retention and disposition practices.
- Oklahoma Free Speech Committee workshop on April 11, 2024.
- Ellucian implementation is on track; go-live in January for Business/Finance, Human Resources and Payroll.
- USAO Endowment funds held by the state and foundation allow us to recapture enough salary savings to fund two additional faculty.

**Reports from Representatives to the Board:**

- a. Faculty Association President, Dr. Dany Doughan, prepared a report in advance of the meeting.

- b. Student Association – Student Association President Chandler Leamon-Webb did not submit a report.
- c. Alumni Association – Dawn Reitan-Brockman, Director of Alumni Relations and University Development, prepared a report in advance of the meeting.
- d. Staff Association –Daniel Pool, Staff Association President, prepared a report in advance of the meeting.

**Time and Place of Next Meeting – The next meeting will be held Thursday, February 15, 2024 at 1:00 p.m. on the University of Science & Arts of Oklahoma Campus.**

**Consideration of “any matter not known about which could not have been reasonably foreseen prior to the time of posting” of the agenda: none.**

**Executive Session:**

A motion was made by Regent Mosley to enter into executive session to discuss and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Hester v. Board of Regents of the University of Science and Arts of Oklahoma, CJ-2020-192, Grady County District Court; and (2) James Welch, Ph.D. v. Board of Regents of the University of Science and Arts of Oklahoma, CJ-20-125, Grady County District Court, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest; and pursuant to 25 O.S. § 307(B)(1) for discussing the resignation of Mr. Michael Coponiti, Vice President of Business and Finance at the University of Science and Arts of Oklahoma.

Regent Francis seconded the motion to move to executive session at 2:33 p.m. Motion carried.

Regent Francais made a motion to return to open session at 4:10 p.m. Motion seconded by Regent Wilkerson, and motion carried to move into open session.

A motion was made by Regent Mosley to instruct President Hale to handle at her professional discretion the case concerning Lee Hester. Motion was seconded by Regent Francais, and the motion carried.

No other action was taken.

Having no other business, a motion was made by Regent Reynolds to adjourn. Motion was seconded by Regent Mosley, and the motion carried. The meeting adjourned at 4:13 p.m.

**UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA  
STATEMENT OF CURRENT FUND EXPENDITURES AND BALANCES  
EDUCATION AND GENERAL BUDGET, 2023-24  
FOR PERIOD ENDING NOVEMBER 30, 2023**

FUNCTION	E & G BUDGET 2023-24	% OF BUDGET 2023-24	CURRENT MONTH'S EXPENDITURES	FISCAL YEAR TO -DATE EXPENDITURES	FREE BALANCE	% OF BUDGET EXPENSED 2023-24	% OF BUDGET EXPENSED 5-YEAR AVG
Instruction	5,999,448	44.8%	540,962.77	1,901,778.93	4,097,669.07	31.7%	30.6%
Research	162,509	1.2%	5,640.13	49,776.50	98,068.87	30.6%	35.3%
Public Service	5,000	0.0%	0.00	50.50	4,949.50	1.0%	19.8%
Academic Support	1,387,986	10.4%	78,601.65	718,659.47	669,326.53	51.8%	46.5%
Student Services	1,777,406	13.3%	148,647.50	801,290.42	976,115.58	45.1%	47.0%
Institutional Support	2,275,230	17.0%	209,424.86	968,224.81	1,307,005.19	42.6%	43.5%
Operation and Maintenance of Plant	1,794,304	13.4%	111,039.93	778,536.60	1,015,767.40	43.4%	59.9%
<b>TOTAL EDUCATION &amp; GENERAL</b>	<b>13,401,883</b>	<b>100.0%</b>	<b>1,094,316.84</b>	<b>5,218,317.23</b>	<b>8,183,565.77</b>	<b>38.9%</b>	<b>40.9%</b>

**UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA  
STATEMENT OF NON-STATE-APPROPRIATED INCOME (REVOLVING FUND)  
FOR PERIOD ENDING NOVEMBER 30, 2023**

INCOME CATEGORY	ESTIMATED INCOME FOR 2023-24	CURRENT MONTH INCOME	YEAR-TO-DATE INCOME	INCOME AS A % OF 2023-24	INCOME AS A % 5-YEAR AVG
<b>STUDENT FEES</b>					
Resident Tuition	4,421,367.00	62,299.95	1,838,897.09	41.6%	43.5%
Non-Residence Tuition	29,000.00	2,331.00	16,135.40	55.6%	47.8%
Assessment Fee	42,500.00	670.12	15,369.00	36.2%	36.2%
Technology Fee	276,000.00	5,344.66	103,791.93	37.6%	35.2%
Other Student Fees	525,000.00	29,113.49	364,211.34	69.4%	48.2%
<b>TOTAL STUDENT FEES</b>	<b>5,293,867.00</b>	<b>99,759.22</b>	<b>2,338,404.76</b>	<b>44.2%</b>	<b>43.5%</b>
<b>ORGANIZED ACTIVITIES RELATED TO EDUCATIONAL DEPARTMENTS</b>	<b>15,000.00</b>	<b>2,340.00</b>	<b>5,180.00</b>	<b>34.5%</b>	<b>49.2%</b>
<b>OTHER INCOME</b>	<b>62,000.00</b>	<b>1,496.50</b>	<b>3,946.75</b>	<b>6.4%</b>	<b>120.6%</b>
<b>REIMBURSEMENTS AND CONTRACTS</b>	<b>4,000.00</b>	<b>0.00</b>	<b>36,270.40</b>	<b>906.8%</b>	<b>1440.0%</b>
<b>OIL AND GAS</b>	<b>7,000.00</b>	<b>400.26</b>	<b>62,928.03</b>	<b>899.0%</b>	<b>200.0%</b>
<b>TOTAL NON-STATE-APPROPRIATED INCOME (REVOLVING FUND)</b>	<b>5,381,867.00</b>	<b>103,995.98</b>	<b>2,446,729.94</b>	<b>45.5%</b>	<b>45.0%</b>



## ADDENDUM A

**UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA**  
**STATEMENT FOR AGENCY SPECIAL AND RESTRICTED FUND ACCOUNTS**  
**FOR PERIOD ENDING NOVEMBER 30, 2023**

	BEGINNING				ENDING
	CASH BALANCE	RECEIPTS	DISBURSEMENTS	TRANSFERS	CASH BALANCE
<b>AUXILIARY SYSTEMS OPERATIONS</b>					
Residence Halls	390,594.54	922,669.42	604,506.73		708,757.23
Food Service	23,941.12	1,141,153.19	623,097.57		541,996.74
Student Center	3,399.24	14,280.50	15,185.64		2,494.10
Bookstore	17,740.06	38,581.86	47,525.37		8,796.55
Printing Service	4,029.63	8,561.37	11,360.96		1,230.04
<b>SYSTEMS TOTAL</b>	<b>439,704.59</b>	<b>2,125,246.34</b>	<b>1,301,676.27</b>	<b>0.00</b>	<b>1,263,274.66</b>
<b>AUXILIARY ENTERPRISES OTHER</b>					
Athletics	0.00	11,176.00	168,575.25	157,399.25	0.00
Drama Productions	5,666.93	0.00	619.14	0.00	5,047.79
Financial Aid Administration	5,785.19		0.00		5,785.19
Student Facility Fee	1,301.09	84,980.63	84,691.44	0.00	1,590.28
Student Health Services	18,133.90	40,594.77	42,836.98		15,891.69
Trend	0.00	0.00	6,990.18	6,990.18	0.00
Student Activity Fee	14,660.60	120,719.81		(133,163.23)	2,217.18
Cultural & Rec Fee	43,227.38	10,814.00	15,224.52	0.00	38,816.86
Auxiliary Operations	203,646.67	283,754.22	298,013.07	(31,226.20)	158,161.62
<b>TOTAL AUX. ENTERPRISES OTHER</b>	<b>292,421.76</b>	<b>552,039.43</b>	<b>616,950.58</b>	<b>0.00</b>	<b>227,510.61</b>
<b>RESTRICTED FUNDS</b>					
Student Aid Accounts	260,454.78	2,897,864.52	2,867,519.18		290,800.12
Restricted Other	269,539.33	387.00	1,459.09		268,467.24
<b>TOTAL RESTRICTED</b>	<b>529,994.11</b>	<b>2,898,251.52</b>	<b>2,868,978.27</b>	<b>0.00</b>	<b>559,267.36</b>
<b>AGENCY ACCOUNTS</b>					
Student Association Activity Fee	43,410.42	20,507.50	0.00	(10,000.00)	53,917.92
Student Association Accounts	1,652.39	137.00	5,442.15	10,000.00	6,347.24
Agency Accounts Other	23,806.06	59,672.65	7,397.43		76,081.28
<b>TOTAL AGENCY ACCOUNTS</b>	<b>68,868.87</b>	<b>80,317.15</b>	<b>12,839.58</b>	<b>0.00</b>	<b>136,346.44</b>

**UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA  
STATEMENT FOR AGENCY SPECIAL AND RESTRICTED FUNDS ACCOUNTS  
FOR PERIOD ENDING NOVEMBER 30, 2023  
TRANSFER STATEMENT**

USAO ACTIVITY FEE TRANSFERS		133,163.23
USAO AUXILIARY OPERATIONS		31,226.20
Trend	6,690.18	
Athletics Receipts	(11,176.00)	
Intramurals	2,514.53	
Men's Basketball	5,420.38	
Women's Basketball	5,697.25	
Women's Soccer	33,617.35	
Men's Soccer	32,174.50	
Men's Baseball	9,556.11	
Women's Softball	20,807.97	
Volleyball	20,489.08	
Men's CC	2,835.82	
Women's CC	2,626.52	
Women's Golf	11,438.11	
Men's Golf	17,529.97	
Cheerleading	4,167.66	



**HINKLE &  
COMPANY**  
Strategic <sup>PC</sup>  
Business Advisors

## Independent Auditor's Report

Board of Regents  
University of Science and Arts of Oklahoma  
Chickasha, Oklahoma

### Report on the Audit of the Financial Statements

#### ***Opinion***

We have audited the financial statements of University of Science and Arts of Oklahoma, a component unit of the State of Oklahoma, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise University of Science and Arts of Oklahoma's basic financial statements as listed in the table of contents.

In our opinion, based on our audit and the report of the other auditors, the accompanying financial statements present fairly, in all material respects, the financial position of University of Science and Arts of Oklahoma as of June 30, 2023, and the changes in its financial position and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the University of Science and Arts of Oklahoma Foundation, Inc. Those financial statements were audited by other auditor whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that entity, is based solely on the report of the other auditor.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of University of Science and Arts of Oklahoma and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

University of Science and Arts of Oklahoma's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

5028 E. 101st Street  
Tulsa, OK 74137  
TEL: 918.492.3388  
FAX: 918.492.4443  
www.hinklecpas.com

Board of Regents  
University of Science and Arts of Oklahoma  
Page 2

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about University of Science and Arts of Oklahoma's ability to continue as a going concern for one year after the date that the financial statements are issued.

***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of University of Science and Arts of Oklahoma's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about University of Science and Arts of Oklahoma's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.



Board of Regents  
University of Science and Arts of Oklahoma  
Page 3

**Supplementary Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise University of Science and Arts of Oklahoma's basic financial statements. The Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the Schedule of State Awards are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditures of Federal Awards and Schedule of State Awards are the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements.

Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2023 on our consideration of the University of Science and Arts of Oklahoma's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering University of Science and Arts of Oklahoma's internal control over financial reporting and compliance.

*Hick & Company, PC*

Tulsa, Oklahoma  
October 30, 2023



## **University of Science and Arts of Oklahoma**

### **Management's Discussion and Analysis**

June 30, 2023

Discussion and analysis of the University of Science and Arts of Oklahoma's (the "University") financial performance provides an overview of the University's financial activities for the year ended June 30, 2023. Please read it in conjunction with the University's financial statements, which begin on page 4.

### **Using the Annual Report**

The annual report consists of a series of financial statements. The statements of net position; statements of revenues, expenses, and changes in net position; and statements of cash flows (starting on page 4) provide information about the activities of the University as a whole and present a long-term view of the University's finances.

### **Reporting the University as a Whole**

One of the most important questions asked about University finances is, "Is the University as a whole better off or worse off as a result of the year's activities?" The statements of net position and the statements of revenues, expenses, and changes in net position report information about the University as a whole and about its activities in a way that helps answer this question. These statements include all assets, deferred outflows, liabilities and deferred inflows using the accrual basis of accounting, which is similar to the accounting used by most private sector companies.

These statements report the University's net position and changes in them. You can think of the University's net position—the difference between assets, deferred outflows, liabilities, and deferred inflows—as one way to measure the University's financial health, or financial position. Over time, increases or decreases in the University's net position are one indicator of whether its financial health is improving or deteriorating. You will need to consider other non-financial factors, however, such as changes in enrollment trends and construction projects, to assess the overall health of the University.

### **The University as a Whole**

The University's financial position remained strong, with assets and deferred outflows of \$37,580,020 and liabilities and deferred inflows of \$22,923,730 at June 30, 2023, compared to \$36,758,854 and \$21,613,723, respectively, at June 30, 2022. Net position, which represents the residual interest in the University's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, totaled \$14,656,290 at June 30, 2023, as compared to \$15,145,131 at June 30, 2022.

Net position for the University decreased \$488,841 during fiscal year 2023 as compared to a increase of \$1,784,319 in fiscal year 2022.

For the year 2023, overall, operating revenues were up \$2,925,412 in tuition collections, auxiliary sales, and Federal and State Grants. Operating expenses were up \$2,802,182 primarily in compensation and scholarships and fellowships, including CARES Act grants disbursed to the students. Furthermore, non-operating revenues decreased \$2,720,575. Restricted state appropriations for capital purposes increased \$89,985.

**University of Science and Arts of Oklahoma**  
Management's Discussion and Analysis  
June 30, 2023

**Summary Statements of Net Position**

	<u>2023</u>	<u>2022</u>
Assets:		
Current assets	\$ 5,540,964	\$ 6,792,021
Capital assets, net	28,143,783	26,697,735
Other assets	<u>236,450</u>	<u>348,311</u>
Total assets	<u>\$ 33,921,197</u>	<u>\$ 33,838,067</u>
Deferred outflows of resources	<u>\$ 3,658,823</u>	<u>\$ 2,920,787</u>
Liabilities:		
Current liabilities	2,845,449	2,010,081
Noncurrent liabilities	<u>19,359,241</u>	<u>14,884,796</u>
Total liabilities	<u>\$ 22,204,690</u>	<u>\$ 16,894,877</u>
Deferred inflows of resources	<u>\$ 645,040</u>	<u>\$ 4,718,846</u>
Net position:		
Net investment in capital assets	18,794,781	18,264,475
Restricted-expendable	1,315,742	1,352,182
Restricted-nonexpendable	367,550	357,949
Unrestricted deficit	<u>(5,821,783)</u>	<u>(4,829,475)</u>
Total net position	<u>\$ 14,656,290</u>	<u>\$ 15,145,131</u>

**University of Science and Arts of Oklahoma**  
**Management's Discussion and Analysis**  
**June 30, 2023**

**Summary Statements of Revenues, Expenses, and Changes in Net Position**

	<u>2023</u>	<u>2022</u>
Operating revenues	\$ 13,461,668	\$ 10,395,256
Operating expenses	<u>25,562,240</u>	<u>22,760,058</u>
Operating loss	(12,100,572)	(12,364,802)
Nonoperating revenues and expenses	10,154,609	13,016,184
Other revenues, expenses, gains, and losses	<u>1,457,122</u>	<u>1,132,937</u>
Increase in net position	(488,841)	1,784,319
Net position, beginning of Year	<u>15,145,131</u>	<u>13,360,812</u>
Net position, end of Year	<u>\$ 14,656,290</u>	<u>\$ 15,145,131</u>



**University of Science and Arts of Oklahoma**  
**Management's Discussion and Analysis**  
**June 30, 2023**

**Capital Assets**

	<u>Balance</u> <u>June 30, 2022</u>	<u>Additions</u>	<u>Disposals</u>	<u>Balance</u> <u>June 30, 2023</u>
Nondepreciable capital assets:				
Construction in progress	\$ 536,422	\$ -	\$ 536,422	\$ -
Land	<u>258,970</u>	<u>-</u>	<u>-</u>	<u>258,970</u>
Total nondepreciable capital assets	<u>795,392</u>	<u>-</u>	<u>536,422</u>	<u>258,970</u>
Depreciable capital assets:				
Buildings	40,931,741	1,492,597	-	42,424,338
Infrastructure and improvements	4,120,087	10,500	-	4,130,587
Furniture, fixtures, and equipment	11,460,765	665,932	-	12,126,697
Library materials	<u>3,331,918</u>	<u>-</u>	<u>-</u>	<u>3,331,918</u>
Total depreciable capital assets	<u>59,844,511</u>	<u>2,169,029</u>	<u>-</u>	<u>62,013,540</u>
Accumulated depreciation:				
Buildings	20,246,262	1,678,832	-	21,925,094
Infrastructure and improvements	2,295,221	80,811	-	2,376,032
Furniture, fixtures, and equipment	8,298,618	352,926	-	8,651,544
Library materials	<u>3,102,067</u>	<u>61,221</u>	<u>-</u>	<u>3,163,288</u>
Total accumulated depreciation	<u>33,942,168</u>	<u>2,173,790</u>	<u>-</u>	<u>36,115,958</u>
Subscription (SBITA) assets				
Intangible IT Software	<u>346,203</u>	<u>1,841,756</u>	<u>-</u>	<u>2,187,959</u>
Total SBITA assets	<u>346,203</u>	<u>1,841,756</u>	<u>-</u>	<u>2,187,959</u>
Less accumulated amortization				
Intangible IT Software	<u>-</u>	<u>200,728</u>	<u>-</u>	<u>200,728</u>
Total accumulated amortization	<u>-</u>	<u>200,728</u>	<u>-</u>	<u>200,728</u>
Subscription (SBITA) assets, net	<u>346,203</u>	<u>1,641,028</u>	<u>-</u>	<u>1,987,231</u>
Capital assets, net	<u>\$ 27,043,938</u>	<u>\$ 1,636,267</u>	<u>\$ 536,422</u>	<u>\$ 28,143,783</u>

**University of Science and Arts of Oklahoma**  
Management's Discussion and Analysis  
June 30, 2023

**Debt Service***Oklahoma Capital Improvement Authority Leases*

During the year ending June 30, 1999, the Oklahoma Capital Improvement Authority (OCIA), an agency of the State of Oklahoma, entered into a lease agreement with the University to provide funding for various building and capital improvement projects. The lease agreement provides for the University to make specified monthly payments to OCIA over the respective terms of the agreements, which range from 5 to 20 years. These expenditures have been capitalized as investment in plant assets or recorded as noncapitalized expenditures, in accordance with university policy. This debt was refinanced during the year as a series 2014B bond issuance and was paid off during January 2020.

During 2005, the University entered into another lease agreement with OCIA which provides for monthly payments to OCIA of a variable amount based on estimated needs to fulfill the related obligations for 24 years through June 10, 2030, or until the OCIA leases and related interest are paid. During 2011, OCIA partially refunded their 2005F bonds and refinanced them as 2010A/B bond issuances. The result of this refinance increased the debt owed on the University's leases in the amount of \$484,236. This amount will be amortized over the remaining life of the loan or \$25,486 per year. The purpose of the refinance was to help provide budgetary relief for OCIA. The proceeds of the bonds and subsequent leases are to provide capital improvements at the University. These expenditures have been capitalized as investment in plant assets or recorded as noncapitalized expenditures, in accordance with university policy.

In 2023, the OCIA made lease principal and interest payments totaling \$353,861 on behalf of the University. These on-behalf payments have been recorded as revenue in the University's statements of revenues, expenses, and changes in net position.

*Oklahoma Development Finance Authority Master Lease Program*

During the year ending June 30, 2012, the Oklahoma Development Finance Authority (ODFA), an agency of the State of Oklahoma, entered into a master lease agreement with the University to provide financing for the purchase of Lawson Court from the USAOF, LLC. Interest on the agreement varies from 3.625% to 4.200%. The University is making monthly, annually escalating payments through 2032 under the lease agreement.

**University of Science and Arts of Oklahoma**  
**Management's Discussion and Analysis**  
**June 30, 2023**

**Debt Service, (Continued)**

The scheduled principal and interest payments related to these leases are as follows:

	Principal			Interest	Total Payments
	OCIA Lease	ODFA Lease			
2024	\$ 246,104	\$ 595,658		\$ 223,128	\$ 1,064,890
2025	252,438	605,658		206,289	1,064,385
2026	263,123	606,658		187,775	1,057,556
2027	276,018	618,658		169,638	1,064,314
2028	288,610	625,658		125,487	1,039,755
2029-2032	951,908	2,480,800		230,536	3,663,244
	<u>\$ 2,278,201</u>	<u>\$ 5,533,090</u>		<u>\$ 1,142,853</u>	<u>\$ 8,954,144</u>

**Economic Factors and Subsequent Events**

This financial report is designed to provide our citizens, taxpayers, customers, and investors with a general overview of the University's finances and to show the University's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the University of Science and Arts of Oklahoma's Office of Fiscal Affairs at 1727 West Alabama, Chickasha, Oklahoma 73018.

The University of Science and Arts of Oklahoma Foundation, Inc. is a component unit of the University and issues its own separate financial statements. These financial statements can be located at the Office of Fiscal Affairs at 1727 West Alabama, Chickasha, Oklahoma 73018.

Initial and Signature Page

Initials: Division Chair BB Registrar CP Teacher Education Chair Sl

Division:

Record of vote: 6-0 Approve 6 Disapprove 0 Abstain

Brenda Brown Digitally signed by Brenda Brown  
Date: 2023.10.30 17:02:09 -0500  
Division Chair

10-3-23  
Date

Reason(s) for disapproval: \_\_\_\_\_

Teacher Education Committee:

Record of vote:      Approve      Disapprove      Abstain

TE vote not required

Sarah Layman Digitally signed by Sarah Layman  
Date: 2023.11.01 09:38:44 -0500  
Teacher Education Chair

\_\_\_\_\_  
Date

Reason(s) for disapproval: \_\_\_\_\_

Curriculum Committee:

Record of vote: 5 Approve 0 Disapprove 0 Abstain

Jeannette M Loutsch, PhD Digitally signed by Jeannette M  
Loutsch, PhD  
Date: 2023.11.08 10:58:12 -0500  
Curriculum Committee Chair

11/03/2023  
Date

Reason(s) for disapproval: \_\_\_\_\_

Faculty Association:

Record of vote: 28 Approve 0 Disapprove 1 Abstain

Dany Doughan Digitally signed by Dany Doughan  
Date: 2023.11.10 10:27:23 -0500  
Faculty Association President

11/10/2023  
Date

Reason(s) for disapproval: \_\_\_\_\_

VPAA:

Approve  Disapprove

Donna Miles Digitally signed by Donna Miles  
Date: 2023.11.10 14:49:13 -0500  
VPAA

11/10/23  
Date

Reason(s) for disapproval: \_\_\_\_\_

University President:

Approve  Disapprove

*Karla Hale*  
University President

11-13-23  
Date

Reason(s) for disapproval: \_\_\_\_\_

USAO Board of Regents:

Approve  Disapprove

*Cadwell*  
Chair, USAO Board of Regents

12/13/23  
Date

Reason(s) for disapproval: \_\_\_\_\_

# Add a New Course

## Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).<sup>1</sup>
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.<sup>2</sup>
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.<sup>3</sup>
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

<sup>1</sup>A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

<sup>2</sup>It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

<sup>3</sup>A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member Zachary Simpson

Date 5/4/2023

Department: Philosophy and Religious Studies

Division: School of Humanities and IDS

Proposed Course #: PRLG 4XX3

Proposed Course Title: Cults

Has your program undergone a program review within the last 5 years?  yes  no

Append the following:

- A. Course description.
- B. Justification for the new course.
- C. Sample course syllabus.

**Curriculum Change  
Add PRLG 4XX3: Cults**

**Course Description**

This course is an examination of new religious movements, principally contemporary new religious movements that have emerged in the West. The course will examine the beliefs, practices, social dynamics, and controversies regarding multiple new religious movements, as well as theories and methods for studying new religions.

**Justification**

The course has been offered twice as a special topics course. On both occasions it has received strong enrollment (25-30 students) and persistence. The course is also an excellent way to introduce students to the analysis and sociology of religion through multiple lenses while using contemporary religious artifacts.

**Cults (or “New Religious Movements”)**  
**Zachary Simpson, Professor**  
**University of Science and Arts of Oklahoma, Spring 2023**

**Office:** Davis 204c

**E-mail:** [zsimpson@usao.edu](mailto:zsimpson@usao.edu)

**Office Phone:** (405) 574-1381

**Office Hours:** Tuesday and Thursday, 12:30-3 pm; Monday, Wednesday, and Friday, 11-12 am.

Office hours will primarily be held virtually or over the phone. You can call me on my office phone or write me to arrange a virtual chat.

**Course Description**

This Special Topics course is designed to examine, understand, and critically analyze new religious movements (often referred to as “cults”) that have emerged in the United States over the past seventy-five years. In doing so, the class will be able to outline, using both theory and historical data, the distinctive trajectories, psychology, sociology, and ambitions of new religious movements, as well as the problems they face, both internal and external. These will help to deepen our intuitions about religions, especially their beginnings, as well as the characteristics which make new religious movements scary, threatening, or deviant.

In addition, the course aims, by examining contemporary American new religious movements, to gain a further understanding of why the United States breeds so many new religious movements, what their characteristics are, and what they tell us more broadly about American culture. We will come to see that American new religious movements, not unlike America itself, are ambitious, individualistic, enamored with scientific jargon, materialistic, and oftentimes paranoid. They fill a unique need left by American culture for meaning, authenticity, and a place in the world.

**Overview**

Almost all of us know what a cult is, or we think we do. A cult, at least at the folk level, is a religious movement marked by mind control, body control (even to the point of mass suicide), weird internal jargon, charismatic leadership, and belief in things that are weird. Perhaps for this reason, we are fascinated by cults, a fascination which is manifest in countless new podcasts, docuseries, TV shows, books, and articles. We desire to know how and why someone could believe in such things, follow such people, and do things so contrary to our normal way of being.

Behind this folk understanding and fascination, though, lies something more ambiguous, nebulous, and uncomfortable. Cults, as many contemporary scholars note, may not be as simple as we think. They may be the first stages of a religion, or, as scholars call them, “new religious movements.” (NRMs) They may be a logical response to the world around us. They may call upon our deepest longings and ambitions. And, perhaps most uncomfortably, they may be the outgrowth of the deepest tendencies and yearnings within our own culture. Cults and NRMs may, in short, tell us a lot about ourselves and our own culture, more than we are willing to admit.

This class seeks to explore cults and NRMs in this deeper spirit, using NRMs as a means to explore fundamental questions about the nature of religion, the human impulses that compel religious belief, the pathology of group and charismatic movements, and, more specifically, the forces and longings that gave rise to *American* religious movements in the past 75 years. To do so, we will explore American NRMs historically and philosophically, both as a class and individually. We will have to engage with the often murky particularity of certain “cults,” both in terms of their



psycho-dynamics and beliefs. In doing so, we will hopefully learn more about religion itself as well as a culture – our own – that continues to birth NRMs nearly continuously.

The course begins with, perhaps, the most paradigmatic cult: Jim Jones' People's Church and Jonestown. Though many of us are aware of the tragic death of nearly a thousand believers in South America as the tragic end to the Jonestown experiment, we know little else of Jim Jones or his congregation. Here, we will see how a church and its charismatic leader, deeply invested in issues of social justice, racial equality, and miracles, came to represent, in the public imagination, the ugliest and most inhumane tendencies of religion. Jones' church will give us, in a sense, a cipher for other NRMs – a church based on utopian principles, a charismatic leader, a gentle slide into collectivity and paranoia, and the propensity for inward and outward directed violence.

Using these reflections, the next part of the course will take up theoretical perspectives on cults from anthropological, sociological, and philosophical perspectives. Here, we will try to think through what makes a "cult" a cult, the distinctive group dynamics of cults, the characteristics of their leadership, and how we can distinguish cults, if at all, from religions. What we will find is that cults have much in common with "normal" group dynamics, religion, and human psychology.

After this theoretical perspective, the class will move into case studies of novel American cults: Scientology, Heaven's Gate, Raelians, digital and emerging religions, and Nordic Neo-Paganism. As with People's Church and Jonestown, we will examine the history of each movement and their distinctive beliefs. Themes will emerge: these NRMs often revolve around charismatic leadership, have a propensity for paranoia and collective sacrifice, are utopian, involve aliens, are scorned by the public, are materialistic, and, perhaps most interestingly, address deep-seated concerns and longings ever-present within American culture. There are also disjunctures: Scientology is obsessed with self-improvement and the healing of trauma; Heaven's Gate is a monastic movement preparing for an alien apocalypse; Raelians claim alien revelation; new and digital religions can be commercial or political movements; and Nordic Neo-Paganism seeks to revive a tradition lost to time. Throughout our explanation of these movements, we will need to mark the contiguities, distinctions, and semblances between each religion. We will also need to continue to ask ourselves what makes these religions appealing, and what cultural longings do they address?

Along with these more religious and sociological questions, we must also continue to ask ourselves another, equally important question: why do these particular NRMs emerge here, in America? What do they tell us about ourselves? What does their fascination with aliens, self-help, world improvement, politics, race, and materialism tell us about America? What does their paranoia, individualism, penchant for differential sexualities, and commercialism tell us about our national character? In these odd and confusing times, these movements may allow us to think more deeply about who and what we are. Indeed, they may be a better proxy for our national character than politics or even mainstream religion.

Another component of the course is to be self-led. In one short course, we simply cannot cover the breadth and diversity of NRMs and other associated movements in our contemporary world. Because of this, you will have the opportunity to research a chosen new religious movement, cult, multi-level marketing scheme, conspiracy theory, or political movement that shares some of the characteristics as a cult. (You may work individually or in a group, and your final product may be a traditional paper, a video, or a podcast.) Your sources, though, may be unorthodox: there has been a veritable explosion of interest in cults of late, as presented in long-form articles, videos, podcasts, docuseries, movies, and books. Using these sources, and making your work available to the class, will give us an opportunity to learn from one another and to expand our understanding of cults, new religious movements, and other associated phenomena.

This class, then, is a dual examination of NRMs and the culture from which they arise. In using this approach, we will hopefully come to a greater understanding of the human impulses which drive belief in, and commitment to, insular religious groups, while also attending to their particular manifestation in contemporary American life. In doing so, we may learn how distant, or close, we are to that which we are both fascinated by and drawn to, our simultaneous shock at something so far away and yet so close at hand.

### Learning Objectives

During and upon completion of this course, students should be able to:

1. Understand the histories and trajectories of a variety of contemporary American new religious movements;
2. Critically analyze those new religious movements using a variety of analytical tools, from philosophy, psychology, anthropology, sociology, and religious studies;
3. Apply an understanding of the dynamics of new religious movements to other new religious movements, cultural phenomena, and American culture more generally;
4. Construct criteria for an analysis of new religious movements and what they tell us more generally about human psychology, sociology, and longings for meaning.

### Honor Code

This course requires original work from each student. No work is to be plagiarized or copied in any way, and potential violations will be referred to the administration. Students found guilty of academic misconduct will fail the course.

In order to eliminate any possibility of plagiarism, please do not use the internet for research unless you are accessing peer-reviewed journals. Do not cut-and-paste, use Wikipedia or blogs, or cite from anything other than journals for your papers. The only internet site which is permissible as a source is the Stanford Encyclopedia of Philosophy. All other sites, unless accessed through our library, are unacceptable. As always, I am here to help if you have any questions.

### Class Sessions: How We're Going to Do This

Classes will be held in-person on Tuesdays and Thursdays from 3-4:25 pm. The class will be conducted as a seminar where discussion is paramount and encouraged. **This is not a hybrid or online course!** The professor will occasionally lecture, but the professor's primary job is to facilitate discussion and guide students through the material. *Students are expected to come to class prepared and ready to discuss the assigned readings.* These will be the focus of our class sessions together.

This means that students will be in command of their education: the class is as good – or bad – as you make it. Given the nature of some the material in this course, it is inevitable that the professor will have to lecture on topics that bear on the class material. What is paramount, though, is the fact that class sessions are opportunities for you to explore the readings in ways you see fit. In order to maintain a healthy discussion environment, please refrain from using a cell-phone (in any form) in class. Because many of the readings are online, you can use a laptop, but please refrain from visiting other websites during class.

Classes will be recorded, as students often miss for legitimate reasons: family issues, illness, work, etc. Please write me if you want a recording for a particular class.

### Grading and Course Requirements

This course aims to use a variety of methods for evaluating your ability to understand, analyze, and synthesize the course material. The grade breakdown for the class is as follows:

20% -- Class participation and discussion. Because the course is modeled as a seminar, your participation is both expected and necessary. At minimum, you are expected to have read the assigned readings for each class at least once and prepared questions of both general and specific interest (see below). Do not be concerned with the *amount* of times you talk: a single incisive comment can often be of greater value for the class than many comments taken together. (Note: if the class is moved online, this portion of the grade will be reduced significantly, and other components of the class will be given greater weight.)

10% -- A “design your own cult” writing assignment, due during the third week of the class. For this assignment, you are to create a cult and characteristics that would make it “successful.” The writing assignment should be 1000+ words in length.

20% -- A midterm writing assignment due at the end of the seventh week of class. The paper will be 1600+ words in length. A paper prompt will be distributed two weeks prior to the paper’s due date.

25% -- A final paper due during Finals Week. The paper will be 2200+ words in length, and should address one or two of the major themes of the class, including, but not limited to: the general characteristics of cults; cults and violence; the utopian ambitions of cults; what American cults tell us about American culture; what cults tell us about human needs and wants; and what cults tell us about religions more generally. A paper prompt will be distributed two weeks prior to the paper’s due date.

25% -- A research paper, podcast, or video on a self-chosen new religious movement not covered in class and due at the end of the 12<sup>th</sup> week of class. America breeds cults and new religious movements with particular aplomb. We are also fascinated by such movements, as evidenced by the veritable explosion in media regarding cults in recent years. Podcasts, docuseries, movies, websites, and books have all documented various cults, and have been received by an eager public. Your job, in this assignment, is to work individually or join with two or three other members of the class to examine other cults and new religious movements. These will be made available to the class.

Examples of possible cults and new religious movements may include:

1. Hare Krishnas
2. Rajneeshes (see the Netflix series, *Wild Wild Country*)
3. nxivm
4. Teal Swan
5. Intentional Religions
6. The Family
7. Ramtha
8. Moonies/The Unification Church
9. Branch Davidians (see the Netflix series, *Waco*)
10. Byron Katie
11. Young Living Oils
12. QAnon
13. Additional material on Scientology (Leah Remini’s docuseries is particularly pertinent here)
14. Additional material on Jonestown and Heaven’s Gate
15. Self-improvement movements: EST, Lifespring, etc.
16. The Ant-Hill Children
17. Pyramid and Multi-Level Marketing Schemes (MLMs) that function as New Religions
18. Mormon Fundamentalism
19. Wiccanism
20. Other cults and new religious movements within the scope of the course (you can browse recent issues of *Nova Religio* to find some excellent examples)

Once you have found a cult to examine, you should conduct research on the movement using relevant media: films, podcasts, books, articles, etc.

### **Books to Purchase**

Jeff Guinn, *The Road to Jonestown: Jim Jones and Peoples Temple*. New York: Simon & Schuster, 2018. ISBN: 978-1476763835.

Janet Reitman, *Inside Scientology: The Story of America's Most Secretive Religion*. Mariner Books, 2013. ISBN: 978-0547750354.

Benjamin Zeller, *Heaven's Gate: America's UFO Religion*. New York: NYU Press, 2014. ISBN: 978-1479881062.

Burton, Tara Isabella. *Strange Rites: New Religions for a Godless World*. New York: Public Affairs, 2020. ISBN: 978-1541762527.

Snook, Jennifer. *American Heathens: The Politics of Identity in a Pagan Religious Movement* (Philadelphia, PA: Temple University Press, 2015). ISBN: 978-1439910979

### **Mentorship**

Mentorship is an intrinsic part of learning and conducting scholarship. As a professor, I deeply value helping you learn, cultivate curiosity, and pursue a life of meaning and understanding. Both class time and office hours are to be used for this purpose.

However, for a variety of reasons, mentorship should be limited to the course and relevant scholarship. I am not available to discuss other faculty or personal issues with students. This also means that I will not friend or follow students on social media or give out my personal contact information.

### **Miscellany**

- 1) I am always happy to help you with your writing or ability to understand an assignment. Please come see me at my office hours or arrange a way to meet up if you are having any trouble.
- 2) Though I am usually prompt, it may take me a week or two to return your papers. I promise I'll have them to you as soon as possible.
- 3) Though the course schedule does not show it, I am always happy to work at your pace if the material dictates and we are sufficiently engaged. There is always room to change the syllabus if necessary!

## Course Schedule

### Week 1: Beginnings

Thursday, January 12: Introductions and how we're gonna do this whole thing

### Week 2: Jonestown ~ Cult Classic

Tuesday, January 17: The People's Church: The Beginning

**Reading:** *The Road to Jonestown*, Chs. 1-17

**Recommended Viewing:** Who is Jim Jones?

<https://www.youtube.com/watch?v=0B1sMfxWYw&list=PLUc3xWzeJ0RQTqVMZK0c0K-tw7ew3yAAL&index=9>

**Recommended Listening:** Look here if you are interested in one of many podcasts on People's Church and Jonestown:

[https://jonestown.sdsu.edu/?page\\_id=78248](https://jonestown.sdsu.edu/?page_id=78248)

Thursday, January 19: A Socialist Experiment in California

**Reading:** *The Road to Jonestown*, Chs. 18-30 (I will trim this a bit)

### Week 3: Tragedy and Perspective

Tuesday, January 24: Expansion and Paranoia

**Reading:** *The Road to Jonestown*, Chs. 33-43 (I will trim this a bit)

Thursday, January 26: The Failed Jonestown Experiment

**Reading:** *The Road to Jonestown*, Chs. 44-52

**Recommended Listening:** The final audio recording from Jonestown (Trigger Warning: this is a tragic and terrible recording that could disturb some):

<https://www.youtube.com/watch?v=CMrFCwYAZxE>

**\*\*Design Your Own Cult Assignment Due at 11:59 pm on Friday\*\***

### Week 4: Theoretical Frames for Understanding New Religious Movements and Cults

Tuesday, January 31: Reckoning with Jonestown and Cults

**Reading:** "Jonestown, Forty Years On," "Divine Materiality: Peoples Temple and Messianic Theologies," and "Spiritual Siblings: The Function of New Religions in Peoples Temple" (articles on Canvas)

Thursday, February 2: What We Think Cults Are

**Reading:** "How Do You Know When You're in a Cult?" and "The Myth of the Omnipotent Leader" (articles on Canvas)

### Week 5: Social Perspectives on Cults

Tuesday, February 7: How We Can Classify Cults

**Reading:** "Reconceptualizing Types of Religious Organization: Dominant, Sectarian, Alternative, and Emergent Tradition Groups" (article on Canvas)

**Recommended Reading:** "Charisma, Ritual, Collective Effervescence, and Self-Esteem" (article will be posted on Canvas)

Thursday, February 9: The Sociology of Cults

**Reading:** Excerpt from *Comprehending Cults*, Lorne Dawson (on Canvas)

**Recommended Reading:** "Sources of Challenge to Charismatic Authority in Newly Emerging Religious Movements" (on Canvas)

### Week 6: Scientology – Self-Help, Business, Religion, Cult?

Tuesday, February 14: Engrams, Auditing, and the Occult: The Beginning of Scientology

**Reading:** *Inside Scientology*, Chs. 2-4

**Recommended Reading:** “The Occult Roots of Scientology?” (article on Canvas)

**Recommended Viewing:** See how an E-meter works in this interview:

<https://www.youtube.com/watch?v=rDyNoativPA>

Or watch this promotional video on Dianetics:

<https://www.youtube.com/watch?v=Dt9SyNpirdo>

Or watch these video with L. Ron Hubbard himself:

<https://www.youtube.com/watch?v=tXI4CBvtS2E>

<https://www.youtube.com/watch?v=JJ66-rLErjY>

Thursday, February 16: Leadership and the Second Generation

**Reading:** *Inside Scientology*, Chs. 5, 7, and 8

### **Week 7: Scientology Carries On; The Fascination with Celebrity and Authority**

Tuesday, February 21: Modern Scientology

**Reading:** *Inside Scientology*, Chs. 9-12

**Recommended Reading:** “The Third Wall of Fire in Scientology” (article on Canvas) and  
OT Levels of Scientology (from Scientology’s own Technical Bulletins)

Thursday, February 23: Help Me, Tom Cruise

**Reading:** *Inside Scientology*, Chs. 14-17

**Recommended Reading:** “Scientology and Sex” (article on Canvas)

**\*\*Midterm Paper Due at 11:59 pm on Friday\*\***

### **Week 8: Heaven’s Gate: Beliefs and Practices**

Tuesday, February 28: The Beginnings of Heaven’s Gate

**Reading:** *Heaven’s Gate: America’s UFO Religion*, Introduction and Ch. 1

**Recommended Listening:** A podcast on Heaven’s Gate, on which Benjamin Zeller acted  
as a lead consultant:

<https://www.witnesspodcasts.com/shows/heavens-gate>

Thursday, March 2: Why Would You Do This?

**Reading:** *Heaven’s Gate: America’s UFO Religion*, Chs. 2 and 3

### **Week 9: Why Aliens? Why Suicide? Why America?**

Tuesday, March 7: Religious Practice

**Reading:** *Heaven’s Gate: America’s UFO Religion*, 5

**Recommended Viewing:** A promotional video from Marshall Applewhite:

<https://www.youtube.com/watch?v=AqSZhwu1Rwo&t=174s>

Thursday, March 9: Why Suicide?

**Reading:** *Heaven’s Gate: America’s UFO Religion*, Ch. 6 and Afterword

**Recommended Listening:** The “Exit Interviews” with Heaven’s Gate members:

<https://www.youtube.com/watch?v=h5IdVndMEr4>

### **Week 10: SPRING BREAK**

### **Week 11: Aliens in a Godless World**

Tuesday, March 21: Raelians: Another Alien Faith

**Reading:** “Is God a Space Alien? The Cosmology of the Raëlian Church” and “Extraterrestrial Exegesis: The Raëlian Movement as a Biblical Religion” (both articles on Canvas)

**Recommended Reading:** “Alien demonology: the Christian roots of the malevolent extraterrestrial in UFO religions and abduction spiritualities” (article on Canvas)

Thursday, March 23: Reforming Religion in America

**Reading:** *Strange Rites*, Chapters 3 and 5

### **Week 12: Our New Religious Landscape**

Tuesday, March 28: Political Resistance and Sexual Liberation

**Reading:** *Strange Rites*, Chapters 6 and 7

Thursday, March 30: Social Justice and Incels

**Reading:** *Strange Rites*, Chapters 8 and 9

**\*\*Research papers, podcasts, or videos due at 11:59 pm\*\***

### **Week 13: Conspiracy Theories and Chalk Art**

Tuesday, April 4: QAnon

**Viewing:** I will find a documentary to view here, from among “The Fall of the Cabal,” “QAnon: The Search for Q” (on Vice), or “The Great Awakening: QAnon”

**Recommended Viewing:** Pastel Qanon:

<https://www.vox.com/videos/2020/10/28/21538763/save-the-children-qanon-instagram>

Thursday, April 6: **Spring Triad: No Class**

### **Week 14: Nordic Neo-Paganism**

Tuesday, April 11: Who are Heathens, and how do they think of themselves?

**Reading:** *American Heathens*, Chapters 1 and 2

Thursday, April 13: Issues of Authenticity: What is real and fabricated in heathenry?

**Reading:** *American Heathens*, Chapter 3

### **Week 15: Problematizing Race and Identity in Heathenry**

Tuesday, April 18: Online Heathenry and Race

**Reading:** *American Heathens*, Chapters 4 and 6

Thursday, April 20: Neo-Paganism and Black Metal: A Visit from Padraic Fitzgerald

**Reading:** TBA

### **Week 16: Finals Week!**

Initial and Signature Page

11/10/2023 15, 2024  
13 Dec 2023

Page 1 of 12

Initials: Division Chair BB Registrar CP Teacher Education Chair SL

Division:  
Record of vote: 6-0 Approve 6 Disapprove 0 Abstain

Brenda Brown Digitally signed by Brenda Brown  
Date: 2023.10.30 17:01:20 -05'00'

Division Chair

Date

Reason(s) for disapproval: \_\_\_\_\_

Teacher Education Committee:  
Record of vote: Approve \_\_\_\_\_ Disapprove \_\_\_\_\_ Abstain

Sarah Layman Digitally signed by Sarah Layman  
Date: 2023.11.01 09:38:10 -05'00'

Teacher Education Chair

Date

TE vote not required

Reason(s) for disapproval: \_\_\_\_\_

Curriculum Committee:  
Record of vote: 5 Approve 0 Disapprove 0 Abstain

Jeannette M Loutsch, PhD Digitally signed by Jeannette M Loutsch, PhD  
Date: 2023.11.06 11:09:00 -06'00'

Curriculum Committee Chair

11/06/2023

Date

Reason(s) for disapproval: \_\_\_\_\_

Faculty Association:  
Record of vote: 28 Approve 0 Disapprove 1 Abstain

Dany Doughan Digitally signed by Dany Doughan  
Date: 2023.11.10 10:32:03 -06'00'

Faculty Association President

11/10/2023

Date

Reason(s) for disapproval: \_\_\_\_\_

VPAA:  
 Approve  Disapprove

Donna Miles Digitally signed by Donna Miles  
Date: 2023.11.10 14:45:06 -06'00'

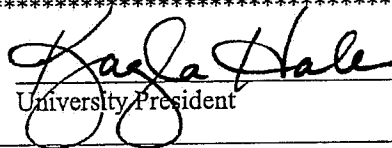
VPAA

11/10/23

Date

Reason(s) for disapproval: \_\_\_\_\_

University President:  
 Approve  Disapprove



University President

11/13/23

Date

Reason(s) for disapproval: \_\_\_\_\_

USAO Board of Regents:  
 Approve  Disapprove



Chair, USAO Board of Regents

12/13/23

Date

Reason(s) for disapproval: \_\_\_\_\_



## Change in Existing Course

### Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).<sup>1</sup>
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.<sup>2</sup>
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.<sup>3</sup>
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

<sup>1</sup> A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

<sup>2</sup> It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

<sup>3</sup> A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member Zachary Simpson

Department: Philosophy and Religious Studies

Division: School of Humanities and IDS

Present course #: PRLG 2223

Present course title 19th and 20th Century Philosophy

Type of change (check all that apply):

Change in course #

Proposed course #: PRLG 3XX3

Change in course title

Proposed course title: \_\_\_\_\_

Change in course description

Has your program undergone a program review within the last 5 years?  yes  no

Append the following:

- A. Description of the proposed change to the course description, if applicable.
- B. Justification for the proposed change.
- C. Sample syllabus for the changed course.
- D. Old course syllabus for comparison.

**Curriculum Change**  
**Change in Existing Course Number**  
**PRLG 2223: 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy**

**Description of Change**

The course number of PRLG 2223: 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy should be changed to a 3000-level course.

**Justification for Change**

As presently taught, 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy employs readings from Friedrich Nietzsche, Ludwig Wittgenstein, Martin Heidegger, and Michel Foucault (among others; see attached syllabus). These readings are at or above the level of many other 3000- or 4000-level courses, as they are tedious, complex, and conceptually difficult. A course number at the 3000-level would more accurately reflect the level of difficulty and engagement that are required for the course.

**PRLG 2223: 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy**  
**Zachary Simpson, Professor**  
**University of Science and Arts of Oklahoma, Spring 2023**

**Office:** Davis 204c

**E-mail:** [zsimpson@usao.edu](mailto:zsimpson@usao.edu)

**Phone:** (405) 574-1381

**Office Hours:** MWF: 11-12 am; TTh: 12:30-3 pm (Other times can be arranged by appointment)

**Course Description**

The purpose of this course is to review many of the major philosophical movements in the European tradition over the past two-hundred years. The course will cover European thought after Kant and Hegel, including Friedrich Nietzsche, Ludwig Wittgenstein, Martin Heidegger, Michel Foucault, and Peter Sloterdijk. In doing so, students should become familiar with some of the major philosophical movements of the past two-hundred years as well as the ways in which they have shaped contemporary thought. And, most importantly, students should develop the analytical and writing skills necessary to deal with complex modes of thought, many of which have direct implications for how one lives one's life and finds meaning in the world.

**Overview**

This course is intended to provide an overview of major philosophical movements from Continental Europe over the past two-hundred years. It is also designed to facilitate a depth of understanding of major philosophers of that period and the ways in which they reflect on the tradition before them as well as difficulties presented in their own contemporary context. And, equally important, due to the often difficult texts encountered in this course, the class will help to develop critical analytical reading and expository writing skills which are transferable to other fields or forms of discourse.

In order to achieve this, the course has been divided between six different thinkers, each of which represents a particular style of thought and method of inquiry. For each thinker, we will read a seminal text from their body of work. As a result, this course is, in some sense, a compilation of the best works in philosophy from the past two-hundred years. Mastering these texts will be not only an analytic achievement, but will enable students to understand broad currents in philosophy and the Western intellectual world after 1800.

The class will begin with a brief introduction to the work of Immanuel Kant and Georg Hegel, whose philosophies, at the end of the 18<sup>th</sup> and beginning of the 19<sup>th</sup> centuries, set the tone for this course. Their work will set the table for the philosophies which follow them, philosophies which are largely resistant to the formality, idealism, and confidence exhibited by Kant and Hegel.

The more ambitious and idealistic spirit of Kant and Hegel is countered by our first thinker, Friedrich Nietzsche, whose classic *Beyond Good and Evil* can be seen as a critical reflection on many of the themes taken up by Kant, Hegel, and a post-Kantian thinker, Arthur Schopenhauer. Furthermore, Nietzsche provides a thorough deconstruction of Christianity and European thought while also advocating a constructive way of life which blends the illusions of art with the coldness and sagacity of science in order to achieve a radically affirmative, Dionysian disposition towards the world. We will also have the opportunity to unlock many of Nietzsche's key insights into friendship, politics, and art, each of which dispenses with the previous tradition and opens up the forthcoming 20<sup>th</sup> Century to a radical reevaluation of the European intellectual legacy.

After Nietzsche, we move into the 20<sup>th</sup> Century with the work of Ludwig Wittgenstein and his *Philosophical Investigations*. Though often elliptical and ironic, the *Investigations* are seen as one of the

classics of contemporary philosophy, inasmuch as it alters the way in which philosophy approaches phenomena, how we discuss language, and, by extension, what we can say about religion, art, and ethics. Our goal with Wittgenstein will be to not only understand an often enigmatic text, but to see how such thought might open up to other fields of inquiry.

Wittgenstein is followed by the longest and perhaps most interesting, and yet daunting, portion of the course, where we will discuss Martin Heidegger's seminal work, *Being and Time*. Written in 1927, *Being and Time* is Heidegger's attempt to reverse the prior philosophical tradition since the Greeks. In doing so, Heidegger re-orientes our understanding of who we are as humans, our recognition of space and time, and how we come to know and see our world. After Heidegger, critical concepts such as truth, human being, and psychology will be seen in a much different light. For our purposes, we will need to understand Heidegger's text, both in the ways in which it articulates a new philosophical vision, but also the ways in which it reverses the prior philosophical tradition and advances a new form of thought that remains with us to this day.

We continue deconstructing and reconstructing the world through the work of Michel Foucault, a French philosopher who orients his work around notions of power, freedom, self-constitution, identity, and truth. Using Foucault's seminal work on power as a starting point, we can see how, in the modern world, we are not controlled as individuals, but, rather, composed through complex networks of power relations. These power relations are implicated in how we understand truth, ourselves, pleasure, and knowledge. It is by producing new selves, new forms of thinking and speaking, and new forms of observation, that the modern world works. For Foucault, it is also by understanding these webs of discourse, power, and knowledge that we can begin the hard work of thinking about ourselves and who we wish to be. In both these constructive and deconstructive moments, Foucault can be seen as the progenitor of contemporary discourses with respect to gender, identity, sexuality, pleasure, and self-construction.

Finally, the course ends with the creative, interdisciplinary, and esoteric work of a recent thinker, Peter Sloterdijk. We will be reading the first in a three volume series of Sloterdijk's magnum opus, *Bubbles*. In *Bubbles*, we will discuss, as with Nietzsche, the ideological and conceptual worlds that we construct, and how they keep us from experiencing the world outside ourselves. (This insulating function is part of what a "bubble" does.) As an elaborate thinker, though, this is merely Sloterdijk's starting point. By using art, religion, philosophy, and social theory, Sloterdijk will continue to discuss what it means to be human and to formulate a new version of religion after God. Needless to say, Sloterdijk's aim, much like Heidegger, is an ambitious reconstruction of the tradition which lay before him. The course will conclude with a selection from Sloterdijk's *Foams*, where, as with Nietzsche, Heidegger, and Foucault, we will deconstruct the modern subject and her rootlessness. For Sloterdijk, it is this sense of dislocation and loss that marks modernity itself.

Overall, the course aims to show the ways in which various philosophical traditions in Europe have received their forebears and transformed them into critical and constructive voices which have a direct bearing on the present and future (some would argue that this is what it means to be a contemporary European thinker). Each thinker, in their own way, has attempted to reflect on the nature of culture, art, justice, society, and what we, as humans, should do in the midst of a changing and increasingly unstable world. In this way, each has direct relevance to the lives that we lead and hope to lead, both as citizens and, as Socrates would say, as those whose task it is to take care of our souls.

### Learning Objectives

In this course, students will:

1. Learn to understand and critically reflect upon difficult philosophical texts. This understanding will be demonstrated through daily reading reflections, class discussion, and expository writing projects.
2. Demonstrate a working expository knowledge of seminal philosophical texts through both short writing exercises and class discussion.
3. Compare and contrast texts in both class discussion and a comprehensive final exam.
4. Analyze and synthesize conceptual connections between texts, their own lives, and the surrounding world. Doing so would demonstrate excellence in not only understanding but transforming course material.

### Honor Code

This course requires original work from each student. No work is to be plagiarized or copied in any way, and potential violations will be referred to the administration. Any instances of plagiarism will incur an automatic failure for the course.

In order to eliminate any possibility of plagiarism, please do not use the internet for research unless you are accessing peer-reviewed journals. Do not cut-and-paste, use Wikipedia or blogs, or cite from anything other than journals for your papers. The only internet site which is permissible as a source is the Stanford Encyclopedia of Philosophy. All other sites, unless accessed through our library, are unacceptable. As always, I am here to help if you have any questions.

### Class Sessions

The class will meet each Monday and Wednesday from 3:30 pm to 4:55 pm. The class will be conducted as a seminar where discussion is paramount and encouraged. The professor will occasionally lecture, but the professor's primary job is to facilitate discussion and guide students through the material. *Students are expected to come to class prepared and ready to discuss the assigned readings.* Because the readings in this course are particularly difficult, it is essential that students work slowly through the assigned readings (perhaps twice!) and come to class with lots of great questions. These will be the focus of our class sessions together.

This means that students will be in command of their education: the class is as good – or bad – as you make it. Given the nature of some the material in this course, it is inevitable that the professor will have to lecture on topics that bear on the class material. What is paramount, though, is the fact that class sessions are opportunities for you to explore the readings in ways you see fit.

In order to maintain a healthy discussion environment, please refrain from using a cell-phone (in any form) or a laptop in class.

### Grading and Course Requirements

**20% -- Class participation and attendance.** Because the course is modeled as a seminar, your participation is both expected and necessary. At minimum, you are expected to have read the assigned readings for each class at least once and prepared questions of both general and specific interest (see below). Do not be concerned with the *amount* of times you talk: a single incisive comment can often be of greater value for the class than many comments taken together.

**20% -- Discussion Questions:** On 8 class days of your choosing, you are to send me a typed discussion question at least thirty minutes before class. This should be in the form of a short paragraph, in which you not only ask a question, but explain your reasoning and, if relevant, cite a passage from the reading. The class will begin with a student question, and other questions will be read during class. Questions may be seeking understanding or critical in nature. Each discussion question brought to class and satisfactorily completed will be given full credit.

This means that 40% of your course grade will be based on regular attendance, nightly reading, and small responses to your nightly reading. This is due in large part to the difficulty of the material, but it will also facilitate classroom discussion and, hopefully, extend discussions beyond the classroom.

**20% Each** – Two 1500+ word papers due during the 6<sup>th</sup> and 12<sup>th</sup> week of class, respectively. Papers will primarily be expository, asking students to explain or clarify a key position from one or two thinkers. Prompts will be distributed at least two weeks prior to the paper's due date, but students are also encouraged to write on a subject of their own choosing. Students will be graded based on their understanding of the material, their critical engagement with it, and the clarity and coherence of their paper. Outside research is not required for the papers, but students are encouraged to use secondary sources (**not** from the internet!) to facilitate their understanding of the texts. What is of primary interest is your use of the text, understanding of its key concepts and ideas, and critical analysis of those concepts and ideas.

**20%** -- A comprehensive take-home final examination given during the last week of the class. Students will be allowed to use their notes and books, but no other outside materials, to complete the examination. Students will have as much time as they like to complete the examination (over a 72-hr. period), which will consist of long-essay answers. Please see the course schedule for the specific due date for the exam.

### **Books to Purchase**

Friedrich Nietzsche, *Beyond Good and Evil: A Prelude to a Philosophy of the Future*, trans., Walter Kaufmann. (Vintage Books, 1989). ISBN: 978-0679724650.

Martin Heidegger, *Being and Time*, trans., Joan Stambaugh (Albany, NY: State University of New York Press, 1996). ISBN: 0791426785.

Ludwig Wittgenstein, *Philosophical Investigations*, eds., P.M.S. Hacker and Joachim Schulte (New York: Wiley-Blackwell, 2009). ISBN: 978-1405159289.

Peter Sloterdijk, *Bubbles, Volume 1*, trans., Wieland Hoban (Semiotext(e), 2011). ISBN: 978-1584351047.

Foucault, Michel. *The Foucault Reader*, ed., Paul Rabinow (New York: Vintage Books, 1984). ISBN: 0-394-713400

### **Mentorship**

Mentorship is an intrinsic part of learning and conducting scholarship. As a professor, I deeply value helping you learn, cultivate curiosity, and pursue a life of meaning and understanding. Both class time and office hours are to be used for this purpose.

However, for a variety of reasons, mentorship should be limited to the course and relevant scholarship. I am not available to discuss other faculty or personal issues with students. This also means that I will not friend or follow students on social media or give out my personal contact information.

### **Miscellany**

1) I am always happy to help you with your writing or ability to understand an assignment. Please come see me at my office hours or arrange a way to meet up if you are having any trouble.

- 2) Though I am usually prompt, it may take me a week or two to return your papers. I promise I'll have them to you as soon as possible.
- 3) Though the course schedule does not show it, I am always happy to work at your pace if the material dictates and we are sufficiently engaged. There is always room to change the syllabus if necessary!



## Course Schedule

### **Week 1 – Beginnings**

Monday, January 16: **No Class. Martin Luther King Day**

Wednesday, January 18: Introduction to the Course

### **Week 2 – Friedrich Nietzsche and the Deconstructed Tradition**

Monday, January 23: **Lecture:** Kant, Hegel, and The Coming World

Wednesday, January 25: Philosophizing with a Hammer

**Reading:** *Beyond Good and Evil*, Aphorisms 1-6, 10, 14-17, 19, 21, 45-47, 51-55, and 58-62

**Recommended Podcast on Nietzsche:**

[https://philosophynow.org/podcasts/The Thoughts of Friedrich Nietzsche](https://philosophynow.org/podcasts/The%20Thoughts%20of%20Friedrich%20Nietzsche)

### **Week 3 – Nietzsche on The Better Life**

Monday, January 30: Herd Morality

**Reading:** *Beyond Good and Evil*, Aphorisms 187-188, 198-199, 201, 216-222, and 228-229

Wednesday, February 1: Art and Self-Experimentation

**Reading:** *Beyond Good and Evil*, Aphorisms 29-36, 40-44, and 210-213

### **Week 4 – From Masks to Language**

Monday, February 6: The Will to Power and the Dionysian

**Reading:** *Beyond Good and Evil*, Aphorisms 230, 257-262, and 277-296

Wednesday, February 8: Wittgenstein on Tomfoolery and Language

**Reading:** *Philosophical Investigations*, §1-38 (17 pgs.)

**Recommended Podcast on Wittgenstein:**

[https://philosophynow.org/podcasts/The Linguistic Wizardry of Ludwig Wittgenstein](https://philosophynow.org/podcasts/The%20Linguistic%20Wizardry%20of%20Ludwig%20Wittgenstein)

### **Week 5 – Wittgenstein: Philosophy and Understanding**

Monday, February 13: Naming and Use

**Reading:** *Philosophical Investigations*, §39-88 (23 pgs.)

Wednesday, February 15: The Task of Philosophy

**Reading:** *Philosophical Investigations*, §89-164 (26 pgs.)

### **Week 6 – From Understanding to Martin Heidegger and the Question of Being**

Monday, February 20: What is it to Understand?

**Reading:** *Philosophical Investigations*, §165-242 (23 pgs.)

Wednesday, February 22: Why Ontology?

**Reading:** *Being and Time*, pgs. 1-12

**Recommended Podcasts:** You can find three podcasts on Heidegger that are of use here:

<https://www.philosophizethis.org/search?q=heidegger>

**Recommended Viewing:** A fascinating interview between Heidegger and a Buddhist

monk: <https://www.youtube.com/watch?v=4WK8PJvkzG0>

**\*\*First Expository Paper Due on Friday at 11:59 pm\*\***

### **Week 7 – Heidegger and Being-in-the-World**

Monday, February 27: What is Phenomenology?

**Reading:** *Being and Time*, pgs. 13-17 and 23-34

**Recommended Viewing:** Heidegger himself on language:

<https://www.youtube.com/watch?v=jFLLymP3eiU>

Wednesday, March 1: How we Discover the World

**Reading:** *Being and Time*, pgs. 49-58 and 62-67

### Week 8 – Heidegger Goes Existential

Monday, March 6: Dasein and Space

**Reading:** *Being and Time*, pgs. 67-71, 94-102

Wednesday, March 8: Being-with-Others and Fallenness

**Reading:** *Being and Time*, pgs. 108-122 and 156-162

### Week 9 – Spring Break!

### Week 10 – From Angst to Power

Monday, March 20: Angst and Truth

**Reading:** *Being and Time*, pgs. 169-183 and 200-211 (we join a discussion here on truth in the middle, but just know that Heidegger here is discussing how we discover truth)

[Note: If we feel up to it, we may take an extra day or two and discuss Heidegger's concept of time/temporality. We will need to determine if we are willing to do so during class.]

**Recommended Viewing:** A lecture on Heidegger on Anxiety and Death by Ellie Anderson, Pomona College:

<https://www.youtube.com/watch?v=Lf9yoxqt9yw>

Wednesday, March 22: Truth, Power, and Critique in the work of Michel Foucault

**Reading:** *The Foucault Reader*, Pages 51-75 and 381-390

**Recommended Viewing:** A debate between Michel Foucault and Noam Chomsky:

<https://www.youtube.com/watch?v=3wfNl2L0Gf8>

### Week 11 – Madness and Prisons

Monday, March 27: The Birth of the Asylum and the Truth of Madness

**Reading:** *The Foucault Reader*, Pages 124-166

Wednesday, March 29: Prisons and Observation: The Panopticon

**Reading:** *The Foucault Reader*, Pages 188-224 and 234-237

### Week 12 – Power over and through Bodies

Monday, April 3: The Truth of Our Sex

**Reading:** *The Foucault Reader*, Pages 292-328

**Recommended Viewing:** A Foucault interview (in French, with subtitles) on the nature of modernity: <https://www.youtube.com/watch?v=pe5HpgZKQjs>

Wednesday, April 5: The Government and Hermeneutics of the Self

**Reading:** Selections from Foucault, *Hermeneutics of the Self* (on Canvas)

**Recommended Viewing/Listening:** Foucault's Lectures on Power and the Self (in English):

<https://www.youtube.com/watch?v=CaXb8c6jw0k>

**\*\*Second Paper Due on Friday at 11:59 pm\*\***

### Week 13 – Peter Sloterdijk on Spheres and Immunity

Monday, April 10: Bubbles Explained

**Reading:** *Bubbles*, pgs. 17-62

Wednesday, April 12: What it means to be Human

**Reading:** *Bubbles*, pgs. 83-138 (I will try to cut this down a bit)

**Recommended Podcast:** Not totally pertinent, but Peter Sloterdijk on Nietzsche is fascinating: <https://entitledopinions.stanford.edu/i-am-not-man-i-am-dynamite-peter-sloterdijk-nietzsche>

#### **Week 14 – Closeness and Retreat**

Monday, April 17: Intimacy ~ Perhaps

**Reading:** *Bubbles*, pgs. 139-163, 192-205, and 355-396

**Recommended Viewing:** Sloterdijk on what it means to be modern:  
<https://www.youtube.com/watch?v=H31Q9C2n1TI>

Wednesday, April 19: The Modern Individual in Space

**Reading:** Selections from Peter Sloterdijk's *Foams* on modern individuality (on Canvas)

**Recommended Audio:** A conversation between Sloterdijk and Jacques Ranciere on modernity and space:

<https://warwick.ac.uk/fac/soc/philosophy/research/researchcentres/phillit/ranciere/>

#### **Week 15 – Finals Week**

**\*\*Take-Home Final Exam Due at NOON, on Thursday, April 27\*\***

[Exam will be distributed via. e-mail by noon on Monday, April 24]

**USAO Academic Calendar  
Fall 2024**

<b>Holidays, Breaks, and Special Events</b>
Convocation – August 23
New Student Orientation – August 23-25
Labor Day Holiday, No Classes, Offices Closed – September 2
Fall Break, No Classes, Offices Closed – October 17-18
Thanksgiving Break, No Classes, Offices Closed – November 27-29
Winter Break, No Classes, Offices Closed – December 19-January 1
<b>Enrollment Dates</b>
Spring Enrollment Opens for Seniors and Juniors – October 28
Spring Enrollment Opens for Sophomores and Freshmen – October 30

<b>Important Dates</b>	<b>Main Campus 15-Week Term</b>	<b>Online Fall A 7-Week Term</b>	<b>Online Fall B 7-Week Term</b>
First Day of Classes	August 26	August 26	October 14
Fees for Late Registration Begin	August 27		
Last Day to Add a Course	September 3	August 30	October 18
Last Day to Drop a Course	September 6	August 30	October 18
Midterm Grade Reports Due	October 15, 8:00 am		
Last Day to Apply for Graduation	October 25		
Last Day to Withdraw with an Automatic 'W'	November 1	October 4	November 22
Last Day of Classes	November 26	October 13	December 1
Study Day – No Classes or Exams	December 2		
Final Exams	December 3-6		
Grades Due	December 10, 8:00 am	October 16, 8:00 am	December 10, 8:00 am

**USAO Academic Calendar  
Spring 2025**

<b>Holidays, Breaks, and Special Events</b>
New Year's Day Holiday, No Classes, Offices Closed – January 1
Martin Luther King Jr. Day, No Classes, Offices Closed – January 20
Spring Break, No Classes – March 17-21/Offices Closed – March 20-21
Spring Triad – April 3
<b>Enrollment Dates</b>
Summer and Fall Enrollment Opens for Seniors and Juniors – March 24
Summer and Fall Enrollment Opens for Sophomores and Freshmen – March 26

<b>Important Dates</b>	<b>Main Campus 15-Week Term</b>	<b>Online Spring A 7-Week Term</b>	<b>Online Spring B 7-Week Term</b>
First Day of Classes	January 16	January 20	March 10
Fees for Late Registration Begin	January 17		
Last Day to Add a Course	January 24	January 24	March 14
Last Day to Drop a Course	January 29	January 24	March 14
Midterm Grade Reports Due	March 11, 8:00 am		
Last Day to Apply for Graduation	March 14		
Last Day to Withdraw with an Automatic 'W'	March 28	February 28	April 18
Last Day of Classes	April 25	March 9	April 27
Study Day – No Classes or Exams	April 28		
Final Exams	April 29 – May 2		
Commencement	May 3		
Grades Due	May 6, 8:00 am	March 12, 8:00 am	May 6, 8:00 am

**USAO Academic Calendar  
Summer 2025**

<b>Holidays, Breaks, and Special Events</b>
Memorial Day Holiday, No Classes, Offices Closed – May 26
No Classes, Offices Closed – June 13
Juneteenth, No Classes, Offices Closed – June 19
No Classes, Offices Closed – June 20, 27
Independence Holiday, No Classes – July 2-4, Offices Closed – July 3-4
No Classes, Offices Closed – July 11, 18, 25
No Classes, Offices Closed – August 1, 8

<b>Important Dates</b>	<b>Main Campus 5-Week Independent Study Term</b>	<b>Main Campus 10- Week Term</b>	<b>Online Summer A 7-Week Term</b>	<b>Online Summer B 7-Week Term</b>
First Day of Classes	May 5	June 9	May 5	June 23
Fees for Late Registration Begin	May 6	June 10		
Last Day to Add a Course	May 7	June 16	May 9	June 27
Last Day to Drop a Course	May 7	June 16	May 9	June 27
Midterm Grade Reports Due		July 15, 8:00 am		
Last Day to Apply for Graduation		July 7		
Last Day to Withdraw with an Automatic 'W'		July 24	June 13	August 1
Last Day of Classes	June 6	August 7	June 22	August 10
Final Exams		August 11-13		
Grades Due	June 10, 8:00 am	August 18, 8:00 am	June 25, 8:00 am	August 18, 8:00 am