



Approval of Request to Offer New Degree

College: Social Sciences and Public Policy

Department: Not applicable

Degree Name: Civics and Liberty Studies

Degree CIP Code: 30.5101

Dean's Office Contact: Jeffrey Brown, Associate Dean

Level: Bachelor's

Master's

Thesis Coursework Project

Specialist

Doctoral

Degree Type(s):

Semester to be Implemented: Fall 2026

Note: Must state a future semester in which students can first enroll.

Substantive Change Required

To be completed by Institutional Accreditation Liaison

Approval Notification None

Department Curriculum Committee

Date

Department Chair

Date

Signed by:

Holger Klem

12/3/2025 | 1:57 PM EST

College Curriculum Committee

Date

DocuSigned by:

Timothy Chapin

12/3/2025 | 12:05 PM EST

Academic Dean

Date

Signed by:

Galiya Tabulda

12/4/2025 | 8:16 AM EST

Director of Institutional Performance & Assessment

Date

DocuSigned by:

Sara Yaron

12/10/2025 | 1:13 PM EST

Institutional Accreditation Liaison

Date

Graduate Policy Committee or

Date

Undergraduate Policy Committee

Vice President for Faculty Development and Advancement

Date

Note: OFDA will obtain the signatures of the Provost, President, and FSU Board of Trustees Chair on BOG Form.



Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida State University

Institution Submitting Proposal

College of Social Science and Public Policy

Name of College(s) or School(s)

Philosophy, Politics, and Economics

Academic Specialty or Field

30.5101

Proposed CIP Code (2020 CIP)

Fall 2026

Proposed Implementation Term

n/a

Name of Department(s) or Division(s)

Civics and Liberty Studies

Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

Date Approved by the University Board of Trustees

President's Signature

Date

Board of Trustees Chair's
Signature

Date

Provost's Signature

Date



I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	<p>The Institute for Governance and Civics (IGC) and the College of Social Sciences and Public Policy (COSSPP) propose a multidisciplinary undergraduate degree in Civics and Liberty Studies (CLS). The program's core, reflecting the IGC's legislative mandate and faculty's expertise, will be the American civics traditions, broadly construed, mixed with a heavy emphasis on social science and methods of analysis. After taking a core set of classes, students will specialize in one of four areas of liberty: constitutional, economic, conscience, or educational.</p> <p>Course instruction and research supervision will be undertaken by IGC and COSSPP faculty, including faculty from a variety of other FSU departments. The degree's interdisciplinarity will open up avenues for cooperation with existing, single-discipline departments.</p> <p>The proposed curriculum is designed to provide a comprehensive education organized around civic thought, political philosophy, social science, and empirical methods. The courses together form a robust interdisciplinary program that prepares students to lead and to understand and analyze our unique republican form of government. This interdisciplinary program integrates classical and modern texts, empirical social science, legal analysis, and rhetorical training to develop thoughtful, data-informed, and ethically grounded civic leaders. The degree culminates in a senior research seminar and paper for every student.</p> <p>The CLS degree uniquely integrates political history, political science, philosophy, and economics into the study of American civics, setting it apart from existing programs that typically focus on narrower disciplinary perspectives. The curriculum also supports the IGC's statutory mission to "[p]rovide students with access to an interdisciplinary hub that will develop academically rigorous scholarship and coursework on the origins of the American system of government, its foundational documents, its subsequent political traditions [and] evolutions...." It aligns with the Board of Governor's 2025 Strategic Plan, especially its aims to "address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and</p>
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	beyond," and to [d]eliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service."
Degree Level(s):	Bachelor of Science in Civics and Liberty Studies
Majors, Concentrations, Tracks, or Specializations	<u>Major:</u> Civics and Liberty Studies
Total Number of Credit Hours	120
Program Type	<input checked="" type="checkbox"/> E&G Program <input type="checkbox"/> Market Tuition Rate Program* <input type="checkbox"/> Self-Supporting Program* <p>*Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.</p>
Possible Career Outcomes	<p>This interdisciplinary undergraduate program will appeal to students interested in the complex interplay among political science, economics, religion, law, philosophy, and public service.</p> <p>Structured surveys have indicated that FSU students are eager for a curriculum that integrates these critical areas. Graduates from this interdisciplinary program will go on to successful careers in both the public and private sector, which will bolster the university's graduate employment rates and strengthen its alumni network. Because many CLS graduates will work in government and public service, the program will also benefit the local community and the state by producing civically engaged graduates, whose interdisciplinary education will make them well prepared to contribute to policymaking processes.</p>

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?

[Programs of Strategic Emphasis List](#)

Yes, it does qualify as a Program of Strategic Emphasis.
 No, it does not qualify as a Program of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching



14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to [Board Regulation 7.008](#) and the [Programs of Strategic Emphasis Waiver Guidance](#).

No

Not Applicable



II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. The [State University System's Strategic Plan](#) goals.

The proposed program aligns with the State University System's Strategic Plan goals of Excellence, Productivity, and Strategic Priorities for a Knowledge Economy as follows:

Excellence

- a) The program ensures rigorous academic standards, providing students with a strong foundation in American civics, where they will learn the skills and substance necessary to be effective citizens and responsible leaders in a pluralistic environment. This learning will prepare graduates to excel in their fields.
- b) The program will attract and retain distinguished faculty who are leaders in their fields, enhancing the excellence of the educational experience through cutting-edge research and education.
- c) The program will particularly reach out and engage Florida's communities and businesses in a meaningful and measurable way. Students will learn how to operate as citizens in the community and will interact with various communities. Students in the constitutional liberty concentration will interact with the legal and policy community to hone their skills. Students in the economic liberty concentration will learn how businesses operate and how sound economics can improve freedom. Students in the conscience liberty concentration will learn the importance of free thought and freedom of religion, with many learning how to litigate First Amendment cases. And, students in the educational liberty concentration will interact with the K12 policy and teaching community.

Productivity

- a) The program leverages existing resources within FSU, including various departments and colleges across campus, to provide a comprehensive educational experience without significant additional costs.
- b) The program will focus on student support and career readiness to achieve high graduation rates and strong employment outcomes, thereby contributing to the productivity of the university and of the state.
- c) The program will support research projects and collaborations within the program and across disciplines to foster innovation in civic thought, contributing to that body of knowledge, particularly (though not exclusively) from a social science perspective.

Strategic Priorities for a Knowledge Economy

- a) The program addresses the growing demand for Lawyers, Paralegals, Budget Analysts, Economists, Legislators, Social Scientists and Related Workers including Financial Managers, Management Analysts and General and Operations Managers, thereby supporting the development of a skilled workforce in Florida and across the Nation.
- b) Integrating knowledge from fields such as political science, law, history, economics, philosophy, religion, and public policy, the program prepares graduates to work in various



settings, enhancing the state's capacity for interdisciplinary innovation.

- c) Graduates of the program will contribute to the state's economy by working in various sectors, including law, policy, and private business, thereby enhancing the overall capacity of the population.
- d) The program supports the advancement of civic awareness, aligning with state and national priorities, as evidenced by legislation and executive orders.
- e.) Graduates of similar programs typically go on to successful careers in both the public and private sector, which will bolster the university's graduate employment rates and strengthen its alumni network. The program will directly contribute to the state and local community's workforce and economic growth by preparing students for high-demand occupations. Because many CLS graduates will work in government and public service, the program will also benefit the local community and the state by producing civically engaged graduates, whose interdisciplinary education will make them well prepared to contribute to policymaking processes.

2. The institution's strategic plan and goals the program will directly advance.

The proposed program will advance Florida State University's Strategic Plan goals across the five domains as follows:

The IGC's multidisciplinary B.S. in Civics and Liberty Studies (CLS) is developed in direct response to legislation, which states: "The Florida Institute for Governance and Civics is established at the Florida State University..." and that the IGC will "[p]rovide students with access to an interdisciplinary hub that will develop academically rigorous scholarship and coursework on the origins of the American system of government, its foundational documents, its subsequent political traditions [and] evolutions...." The IGC's vision is to be the nation's premier policy institute in creating the next generation of effective citizens and responsible leaders. Its mission is to advance constitutional, economic, conscience, and educational liberty through bold research, transformative teaching, and fearless debate. This program advances both.

That legislation—and this degree program—work hand in hand with the FSU Strategic Plan goals.

Expanding Research and Academic Excellence

- a) The program offers a robust curriculum that includes advanced courses in civic thought, social science, political science, economics, and relevant disciplines, positioning FSU as a leader in the growing civic thought movement and leadership.
- b) The capstone portion of the program fosters student driven research and collaboration with faculty, promoting work that contributes to academic excellence and placement in graduate and professional schools.
- c) By relying on partnerships with other departments, the program enhances interdisciplinary research opportunities and drives academic excellence across the university.

Ensuring Student Success on Campus and Beyond

- a) The program provides extensive training and professional development opportunities,



ensuring that graduates are well-prepared for successful careers.

- b) The program will seek strong ties with government actors, private groups, law firms and judges, and others to facilitate job placements, ensuring that graduates are competitive in the job market and well-equipped for professional success.
- c) The IGC has an active cohort of undergraduate students who will work together to help others in the program. They will create a lively alumni group.

Nurturing and Inspiring Entrepreneurial Spirit

- a) The program encourages students to engage in innovative projects and research, fostering an entrepreneurial mindset. This can lead to the development of research and the more efficient provision of public policy.
- b) By partnering with the Jim Moran College of Entrepreneurship on some classes, students and faculty can explore greater entrepreneurship opportunities.
- c) The program's focus on liberty will teach students the value of individual responsibility and how they can become more effective citizens.

Committing to Inclusive Excellence and Civil Discourse

- a) The program is geared directly toward improving civil discourse. One of its required courses focuses on civil discourse. The purpose of the degree is to make more effective citizens and responsible leaders.
- b) The program actively will recruit students from across different perspectives and explain to them the reason for exposure to pluralistic ideas.
- c) The program will encourage open and respectful dialogue on key issues in America today.
- d) Through the exchanges and learning outcomes in these courses, students will become more politically tolerant and intellectually humble.

Enhancing FSU Brand to Reflect Institutional Excellence

- a) The program will place FSU among some of the most elite universities in the country as it relates to civic thought. Other universities that recently created degree programs in civic thought include: the Ohio State University, the University of Texas, the University of Florida, the University of Tennessee, Yale University, and others.
- b) Highlighting the accomplishments of faculty and students in research, publications, and professional practice elevates the profile of FSU in the national and international academic community. For example, Director Owens's recent book "Cognitive Aging and the Federal Circuit Courts" won the 2025 C. Herman Pritchett Award for the best book on law and courts written by a political scientist. Other faculty involved in the degree program are similarly well-published.
- c) Through partnerships with national civics groups, local and state groups, legal groups, and others, the program will enhance the visibility and reputation of FSU as an institution committed to addressing civic health.

3. The university's mission.

The proposed program will comprehensively support Florida State University's mission by fostering excellence across teaching, research, creative endeavors, and service, while also nurturing essential qualities for lifelong learning and community



engagement.

Achieving Excellence in Teaching

- a) The program's curriculum—focused on core American civics ideas while integrating strong social science components—ensures that students receive a high-quality education. The curriculum incorporates active learning strategies, such as case studies, simulations, and interactive technologies, prepares students for real-world challenges, and promotes analytical thinking and problem-solving skills.
- b) Led by renowned faculty with extensive expertise in the fields of political science, economics, religion, law, philosophy, and related fields, the program provides students with access to mentors who are leaders in their fields, enhancing the educational experience through expert instruction and guidance.

Advancing Research and Creative Endeavors

- a) The program encourages interdisciplinary research, combining philosophy, education, and religion with other fields such as political science, public policy, and economics, leading to innovative approaches to civic awareness and improvements in civic knowledge.
- b) The program provides students with opportunities to engage in research projects and creative endeavors to support their development as independent scholars.
- c) The program also fosters collaborations among students and between students and faculty to enhance research output and drive creative solutions to complex problems dealing with constitutional, economic, conscience, and educational liberty.

Commitment to Service

- a) The program equips students to participate in civic leadership, addressing major gaps in leadership and civic awareness.
- b) The program positions students to become advocates for civic literacy, aligning with the university's mission of serving the community through education and outreach.

Instilling Strength, Skill, and Character

- a) The program emphasizes professional development, ensuring that graduates possess the strength, skill, and character necessary for lifelong learning, effective citizenship, and responsible leadership.
- b) By integrating ethical considerations into the curriculum, the program prepares students to navigate tricky ethical dilemmas and work responsibly in complex environments.
- c) Encouraging a commitment to lifelong learning, the program fosters a culture of continuous improvement and civic engagement.

Fostering Free Inquiry of Diverse Viewpoints

- a) The core portion of the program's curriculum focuses on civil discourse, the First Amendment, and how to engage responsibly in America.
- b) The program promotes free inquiry and open dialogue on ethical, social, and cultural issues related to citizenship and encourages students to engage in thoughtful discussions and respect different perspectives.
- c) The Conscience Liberty concentration focuses extensively on religious liberty and how to respect others in our varied religious country today.



4. The benefit to the university, the local community, and the state.

The proposed program will bring numerous benefits to Florida State University, the local community, and the state of Florida.

Benefits to Florida State University

The program's rigorous curriculum and integration of civic thought and social science will strengthen FSU's reputation as a leader in civic thought and social science. Offering an in-demand program will attract high-quality students, improving enrollment rates and student retention. The program will attract and retain distinguished faculty, contributing to a vibrant academic community and enhancing the overall quality of education and research at FSU. The program will promote collaboration between and among different colleges, centers, institutes and departments, enriching the academic environment and fostering innovative research and teaching practices.

Benefits to the Local Community

Graduates of the program will go on to be lawyers, public officials, and active citizens in and around Leon County, Florida. They will take on leadership roles and do their part to improve civic awareness. And they will accept good jobs in the community.

Benefits to the State of Florida

The program will address the growing demand for workers with the skills necessary to interact with others, contributing to the development of a workforce that is more tolerant and less likely racked with internal political strife. By attracting students, faculty, and research funding, the program will have a positive economic impact on the Florida panhandle, northwest Florida, and the entire State of Florida, supporting job creation and economic growth. Our graduates will spread our culture of free inquiry and civic engagement across the state. They will become leaders in various fields.

B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

September 3, 2025

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job



postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 30.5101

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2023-2031	U.S. 2022-2032	FL 2023-2031	U.S. 2022-2032	FL 2023-2031	U.S. 2022-2032	
Mangers, All Other 11-9199	6.1%	3.3%	5,217	94,400	8,810	135,400	Bachelors
Social Scientists and Related Workers, All Other 19.3099	5.9%	1.7%	222	3,000	351	3,600	Bachelors

Sources:

Date Retrieved: 05/06/2025

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
	N/A	

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.



1. Projected headcount for Year 1 through Year 5.

- Year 1: 20
- Year 2: 30
- Year 3: 40
- Year 4: 50
- Year 5: ≥ 60



2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

In a survey of FSU undergraduate students majoring in Interdisciplinary Social Science (ISS), 75% of respondents indicated they would have been interested in the Civics and Liberty Studies major had it been available when they chose their major. Similarly, 57% of Philosophy majors and 52% of Political Science majors stated they would have been interested in the CLS major.

Question: If the Civics and Liberty Studies Major had been offered when you selected your major, would you have been interested?

IV. Duplication of Existing Programs

- A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

Although the degree CIP Code is offered at the University of Florida and Florida International University, the FSU new degree proposal brings a unique offering to the state. Each of these three degree programs have been created statutorily because the legislature believes greater civic awareness across Florida is a priority. Creating the degree at FSU implements that statutory directive. The FSU CLS degree is distinct due to its geographic location. Located in the state capital, FSU offers access to state government that is unparalleled elsewhere. Students will be able to interact with state policymakers. And, when they graduate, they will be well positioned to obtain employment. Faculty also will have access to policymakers and can leverage that access to teach even more effectively.

Additionally, the CLS degree program is distinct in important ways from the other two SUS programs.

The FSU CLS degree is more focused on social science than the PPEL program at the University of Florida. UF students are required to take 12 total credits in social science courses. 15 credits of our required courses are Social Science. Students in the Constitutional Liberty concentration will add another 6-12 social science credits (total of 21-27 social science credits). Students in the Economic Liberty concentration will add another 15 social science credits (total of 30). Students in the Conscience Liberty concentration will add another 3-6 social science credits (total of 18-21). And students in the Educational Liberty concentration will add another 3-6 credits (total of 18-21). As such, CLS students will graduate with different skills in empirical observation and data analysis.



The CLS degree is distinct from FIU's Bachelor of Science (BS) degree in Business and Government Leadership because it is less focused on the business dynamic and international affairs. The FIU program was created to meet the demand for skilled professionals in South Florida's dynamic business and government sectors. The FIU degree program requires the following 12 core credits: Foundational Principles for Leaders in Free Markets, Political Leadership in the United States, Quantitative and Qualitative Data Analysis for Leadership, and a Leadership Capstone. An additional 18 credits at FIU are required, consisting of 6 credits each from the College of Business, the Department of Economics, and the School of Communication.

While the FSU CLS degree is distinct from these two programs, we can and will work together across the state to achieve shared goals.

On June 12, 2025, Director Ryan Owens met over Zoom with UF Hamilton School Interim Director Robert Ingram and Jason Mastrogiovanni--Interim Associate Provost for Student Success--to discuss the two programs. Both indicated their full support at that time and agreed to sign off on a letter of support. That letter is attached as Appendix B.

On June 16, 2025, Director Owens met over Zoom with Director Carlos Diaz Rosillo from the Adam Smith Center for Economic Freedom at FIU to discuss the two programs. Rosillo indicated his full support and agreed to sign off on a letter of support. That letter is attached as Appendix B.

Palm Beach Atlantic University (PBAU), a private Christian university with approximately 2,500 undergraduate students, offers an undergraduate PPE (Philosophy, Politics, and Economics) degree. The creation of a CLS degree at FSU would likely have no impact on PBAU enrollments and vice versa.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

The degree CIP Code is not offered by Florida Agricultural and Mechanical University.

V. Curriculum

A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites	X		Appendix C



Exception to 120 Credits		X	Appendix D
Specialized Admissions		X	Appendix E

B. Describe the admissions criteria and graduation requirements for the program.

FSU Undergraduate Admissions Criteria: According to FSU policy, students must have completed a minimum of 52 semester hours of college credit and maintained a cumulative grade of C (2.0) or better for certification into upper division.

FSU Undergraduate Graduation Requirements: Florida State University will confer the bachelor's degree when the following conditions have been met: satisfactory completion of Florida State University's CoreFSU requirements with a minimum overall adjusted grade point average of 2.0; a minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at FSU; successful completion of a minimum of 120 unduplicated semester hours; completion of at least forty-five semester hours in courses numbered 3000 and above, thirty of which need to be taken at Florida State University; completion of the last thirty semester hours and half of the major course semester hours, in residence at this University; successful completion of the Civic Literacy requirement.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
AMS 2010	Civil Discourse and the American Political Order	Required—base curriculum	3	Explores the concept of civil discourse along with the basic principles of American democracy and how they are applied in our republican form of government. Through a review of the US Constitution, founding documents, and landmark Supreme Court cases, understand how the nature and functions of our institutions of self-governance have been shaped. These



				lessons will then be applied to case studies.
AMS 2XXX	Great Books of the Early Modern World	Required—base curriculum	3	Multidisciplinary exploration of great books written between the Renaissance and the Enlightenment. These core texts raise questions that have occupied western societies ever since. Authors to be considered include Machiavelli, Montaigne, Shakespeare, Hobbes, Milton, Locke, Swift, Hume, Rousseau, Voltaire, Gibbon, Franklin, among others.
IDS 2118	Introduction to PPE	Required—base curriculum	3	This interdisciplinary course introduces students to the foundational ideas and methods of Philosophy, Politics, and Economics (PPE). Students will explore key concepts and theories from each discipline, gaining a deeper understanding of how they intersect—and where they diverge.
POS 3625	The First Amendment	Required—base curriculum	3	This class explores the history, meaning, and interpretation of the First Amendment, from its ratification in 1791 to its relevance today. We will ask what the First Amendment meant when it was ratified, what the Supreme Court has interpreted it to mean throughout history, and what we think it ought to mean today. In a constructive way, we will evaluate timely conflicts between free speech and compelled speech, social media and public discourse, and religious liberty.
AMS 3XXX	Leadership as Statesmanship	Required—base curriculum	3	This course helps students understand the nature of leadership as the art of statesmanship, highlighting especially its components in



				moral philosophy and rhetoric by examining primarily classic texts on the topic. Throughout, students will ponder what role leadership plays in their lives and what role it should play in America today.
PUP 3002	Introduction to Public Policy	* One of two possible required policy courses in the base curriculum	3	This course is an introduction to the development of public policy in the United States. It covers policy areas including housing, education, the economy, homeland security, etc.
ISS 4014	Evidence Based Public Policy	* One of two possible required policy courses in the base curriculum	3	This course is an interdisciplinary public policy course that emphasizes the social science concepts which provide fundamental insights into how public policy is created through collective action and how it can succeed or fail by the actions of individuals and institutions.
ECO 2023	Principles of Microeconomics	Required—base curriculum	3	This course covers consumption, production, and resource allocations considered from a private and social point of view; microeconomic problems and policy alternatives; economics of inequality and poverty; and comparative economic systems.
POS 3713	Understanding Political Science Research	* One of three possible required methods courses in the base curriculum	3	This course consists of “doing” political science as opposed to reading it. Includes introductory examinations of survey research, computer applications, data analysis, and philosophy of science.
ECO 3431	Analysis of Economic Data	* One of three possible required methods courses in the base curriculum	3	This course provides basic skills in graphing and analyzing economics data. The first two blocks of the course are composed of an extensive



				coverage of probability and statistics that is necessary to understand the theory and practice of regression analysis. The third block of the course is devoted entirely to regression analysis. Some of the concepts discussed in the second and third block of the course are illustrated with widely-used statistics and econometrics software giving the student the opportunity to learn the application of some of the concepts discussed in class to economics data.
STA 2122	Introduction to Applied Statistics	* One of three possible required methods courses in the base curriculum	3	This course covers normal distributions, sampling variation, confidence intervals, hypothesis testing, one-way and two-way analysis of variance, correlation, simple and multiple regression, contingency tables and chi-square tests, and non-parametric statistics.
AMS 4XXX	American Civics Research Seminar	Required—base curriculum	3	This course includes readings and research on application of social science methodologies to concrete civic issues. Students will engage in case studies of academically informed civic engagement. Final project on topic of student's choice.
POS 3XXX	Social Science and Law	Required for Constitutional Liberty Concentration	3	Students will learn how to examine legal concepts from a social science perspective. The course examines courts across the states and across the judicial hierarchy.
POS 4603	Constitutional Law	Required for Constitutional Liberty Concentration	3	Complete study and analysis of the United States constitution. The role of the Supreme Court. Leading cases in constitutional law.



PHM 3400	Philosophy of Law	Required for Constitutional Liberty Concentration	3	This course is a comprehensive survey of the most important schools of thought, traditional problems, and current issues in Anglo-American philosophy of law. Chief theories discussed are natural law, positivism, and realism.
POS 4606	The Supreme Court in American Politics	Required for Constitutional Liberty Concentration	3	This course reviews the political role of the Supreme Court from a social science perspective, focusing on interbranch relationships, strategic behavior, and judicial behavior.
POS 3064	Federalism and Intergovernmental Relations	Elective for Constitutional Liberty Concentration	3	An introduction to modern theories of federalism, with an emphasis on how federalism has evolved in the United States. Constitutional structures and intergovernmental relations may also be emphasized.
POS 3931	The Supreme Court's Current Term	Elective for Constitutional Liberty Concentration	3	The class immerses students in a sample of the Court's cases each term. Students read the parties' briefs, cases and statutes they cite, and listen to oral arguments. The course is writing and reading intensive and is a strong pre-law course.
AMH 4130	Revolutionary America, 1760-1788	Elective for Constitutional Liberty Concentration	3	This course examines the political, social, and economic history of British America from the end of the Seven Years' War to the ratification of the U.S. Constitution. Emphasis is placed on the origins, course, and aftermath of the colonial rebellion that became the American Revolution and led to the founding of the U.S. The course considers the fundamental causes of the Revolution and the many ways



				in which the former colonies were transformed by the experience.
ECP 3451	Economics and the Law	Elective for Constitutional Liberty Concentration (also required for Economic Liberty concentration)	3	This course is focused on the impact of the legal system on economic activity and the role of economic analysis in assessing the relative efficiency of alternative legal rules and institutions.
ECO 4532	Economic Analysis of Politics	Elective for Constitutional Liberty Concentration	3	This course uses economic models to analyze political decision making. A theory of constitutions is developed and applied to the U.S. Constitution. Models of majority rule decision making and bureaucratic supply are used to develop an understanding of supply and demand in the public sector.
ECO 2013	Principles of Macroeconomics	Required for Economic Liberty Concentration	3	This course explores aggregate economics and national income determination, money and monetary theory, present macroeconomic conditions, and aggregative policy alternatives; theory of international trade and the balance of payments; economic growth and development.
ECP 3451	Economics and the Law	Required for Economic Liberty Concentration (Elective for Constitutional Liberty)	3	This course is focused on the impact of the legal system on economic activity and the role of economic analysis in assessing the relative efficiency of alternative legal rules and institutions.
ECO 3223	Financial Markets, the Banking System, and Monetary Policy	Required for Economic Liberty Concentration	3	This course explores the functions of money, bank creation of deposits, and credit; Federal Reserve control of money supply; and monetary theory and policy questions.
PHI 3670	Ethical Theory	Required for Economic Liberty	3	This course studies the nature of morality and moral



		Concentration (+ for Conscience Liberty)		reasoning through analyses of the writings of classical and contemporary ethical theorists directed to answering the questions, "What is good?" and "What ought I to do?"
ECO 3004	Debating Economic Issues	Elective for Economic Liberty Concentration	3	This course applies economic analysis to current economic policy issues. Topics may include financial markets, Social Security, debt finance, health care, immigration, global climate change and environmental policy, regulation, welfare reform, labor market discrimination, drug policy, and topics selected by students.
ECO 3003	Comparative Economic Systems	Elective for Economic Liberty Concentration	3	Theoretical and practical aspects of the principal forms of economic organization. Emphasis on the varieties of market-based systems, and economies in transition from centrally-planned toward market economies.
ECO 3622	Growth of the American Economy	Elective for Economic Liberty Concentration	3	This course examines the factors in the development of economic forces, resources, institutions, and ideas relating to American economic growth analyzed through growth theories and issue debates on economic history.
ECO 3303	History of Economic Ideas	Elective for Economic Liberty Concentration	3	This course discusses the evolution of economic ideas from ancient Greece to the modern period emphasizing the relationship between developments in economic analysis and cultural/technological changes. Critique of modern economic theory in terms of its sources and logical content.
ECP 4413	Government Regulation of	Elective for Economic Liberty	3	This course is an introduction to the economic analysis of



	Business	Concentration		antitrust law and regulation. Topics include price fixing, monopolization, predatory pricing, exclusive dealing, tie-ins, price discrimination, mergers, antitrust enforcement policies, and case studies in economic regulation.
ENT 2802	Entrepreneurship and Contemporary Society	Elective for Economic Liberty Concentration	3	This course explores entrepreneurship in society by understanding how innovation can lead to commerce and how commerce impacts our daily lives. Topics include the process of innovation, the nature of entrepreneurialism, the essence of Problem-Opportunity-Venture-Operations (POVO) model, the lean start-up business model, different kinds of entrepreneurship (commercial, social, scientific, and artistic), and an introduction to competencies that have facilitated success in other entrepreneurs.
ENT 3273	Family Business	Elective for Economic Liberty Concentration	3	This course covers special issues facing entrepreneurial and family businesses: choice of organizational form, business planning, tax and compensation planning, business valuation, and succession strategies. Time is also devoted to the unique challenges often found in family business context, such as dealing with family conflicts, how to motivate and evaluate employees when a mix of family and non-members are involved, and planning for succession.
PHI 3331r	Modern Political Thought	Required for Conscience Liberty	3	This course focuses on major political ideas of the modern world emphasized through a



		Concentration		study of selected political theorists such as Machiavelli, Hobbes, Locke, Rousseau, Hume, Burke, Hegel, Marx, Engels, Bentham, Mill, Jefferson, Madison, Lenin, and Mussolini.
REL 3171	Religion and Conscience	Required for Conscience Liberty Concentration	3	This course examines the role that conscience plays in claims and practices of religious freedom, through a study of canonical Christian theologians, Western and non-Western philosophers in the modern and contemporary periods, and US Supreme Court cases.
REL 3178	Religion and Law	Required for Conscience Liberty Concentration	3	This course is a survey of how American jurisprudence about the First Amendment has understood religion, attending to the specific legal and ethical arguments made in the U.S. Supreme Court opinions and how they intersect with philosophical accounts of the meaning of freedom.
PHI 3670	Ethical Theory	Required for Conscience Liberty Concentration (+ for Economic Liberty)	3	This course studies the nature of morality and moral reasoning through analyses of the writings of classical and contemporary ethical theorists directed to answering the questions, "What is good?" and "What ought I to do?"
ECO 3130	Free to Choose	Elective for Conscience Liberty Concentration	3	This course, dealing with liberty and economic freedom, addresses many present and past social issues and public policy decisions.
ECO XXXX	Economics of Religion	Elective for Conscience Liberty Concentration	3	This course studies the application of economic models to help understand religious belief, behavior, and belonging. The class examines the "religious marketplace" and the factors influencing the



				stability, growth, and decline of different religious movements.
PHI 3220	Introduction to Philosophy of Language	Elective for Conscience Liberty Concentration	3	This course explores major philosophical contributions to the understanding of language and its functions in communication. Discussion of the concepts of meaning, truth, reference, understanding, and interpretation. Readings include classics of 20th century philosophy.
PHI 3300	Knowledge and Belief	Elective for Conscience Liberty Concentration	3	This course analyzes contemporary theories about the fundamentals of human knowledge: what ought to count as knowledge; how we get it; the roles of certainty, doubt, and skepticism; and the means by which we might maximize it.
AMS 3XXX	Learning and Liberty	Required for Educational Liberty Concentration	3	This course explores major issues involving learning and education, focusing on the history of education in America, policy change over time, and modern debates over education.
AMS 3XXX	The Science of Learning in Classical Education: Insights from Quintilian to Modern Cognitive Science	Required for Educational Liberty Concentration	3	This course explores the intersection of classical learning and cognitive science, examining how ancient wisdom and modern research converge to inform effective learning practices.
AMS 3XXX	Foundations of Classical Education: History and Philosophy, Part I	Required for Educational Liberty Concentration	3	This course is the first in a two-part sequence that examines the rich history and profound philosophy underlying classical education.
AMS 4XXX	Foundations of Classical Education: History and Philosophy, Part II	Required for Educational Liberty Concentration	3	This course traces the transformation of educational philosophy from classical roots to modern innovations, examining how Enlightenment thinkers like



				Jean-Jacques Rousseau reshaped education with child-centered pedagogy and how the rise of the German university model introduced vocational and specialized training.
AMS 4XXX	Socratic Inquiry and the Formation of Affections	Elective for Educational Liberty Concentration	3	This course delves into classical learning by examining the fundamental question: How do we draw students toward the love of truth, goodness, and beauty?
AMS 4XXX	Policy and Practice in Education	Elective for Educational Liberty Concentration	3	This course immerses students with hands-on experience in a learning-related profession. Students can intern with an education institute or at the Department of Education. Similarly, under the mentorship of seasoned classical educators, students can observe best practices in classical schools, design and deliver lessons, and develop strategies for fostering a disciplined and engaging learning environment. Emphasis will be placed on learning the skills necessary to address educational and learning issues in a future profession.
REL 3178	Religion and Law	Elective for Educational Liberty Concentration	3	This course is a survey of how American jurisprudence about the First Amendment has understood religion, attending to the specific legal and ethical arguments made in the U.S. Supreme Court opinions and how they intersect with philosophical accounts of the meaning of freedom.
POS 3064	Federalism and Intergovernmental Relations	Elective for Educational Liberty Concentration	3	An introduction to modern theories of federalism, with an emphasis on how federalism has evolved in the United States. Constitutional



				structures and intergovernmental relations may also be emphasized.
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E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

- Yes
- No. Describe any plans to develop one or other plans to ensure academic workforce alignment.



F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

Director Owens worked with the advisory council to confirm that core courses aligned with general industry and civic needs. The council informally agreed that such courses would provide the skills Florida employers require in new workers. Similarly, because many CLS majors pursue careers in the legal profession, we consulted the American Bar Association's published advice on "[Preparing for Law School](#)" and ensured that our program incorporated the "Core Skills, Values, Knowledge, and Experience" recommended by the ABA.

The effectiveness of the CLS degree program will continue to be evaluated for student learning in light of academic workforce alignment by the metrics established by the advisory council. Such evaluation will be concentrated during the required annual reporting on program and student learning outcomes in FSU's Institutional Effectiveness Portal (See Appendix H). At that time, additional evaluative feedback will be solicited from program leadership, instructional faculty, and course evaluations. The data associated with these outcomes will be shared with the program's advisory board for the purpose of continuous improvement planning, in light of workforce alignment. Moreover, the compiled data from metrics and evaluative feedback from within the unit as well as from the advisory council will be directly linked to curricular review, revision, and development as managed and implemented by the department's curriculum committee.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

Yes
 No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in Section 1004.08, Florida Statutes.

For teacher preparation programs, identify the courses with the competencies required in Section 1004.04, Florida Statutes.

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program.

Face-to-Face



- Hybrid
- Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.



J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

Due to the interdisciplinary nature of the degree program, students will take courses from various disciplines. The effected Colleges and Departments all have signed MOUs in support of the Civics and Liberty Studies Degree Program (see Appendix B). These include:

- Jim Moran College of Entrepreneurship
- Department of Economics
- Department of History
- Department of Philosophy
- Department of Political Science
- Department of Religion
- Department of Statistics
- Interdisciplinary Social Science Program

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The CLS degree program will be offered on the Tallahassee Main Campus.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed



program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

The IGC is a new entity at FSU and has not yet gone through external review. The legislature, however, has indicated its support for a program such as this. Section 1004.6499 of the Florida Statutes declares:

Florida Institute for Governance and Civics.—

(1) The Florida Institute for Governance and Civics is established at the Florida State University.

(2) The goals of the institute are to:

(a) **Provide students with access to an interdisciplinary hub that will develop academically rigorous scholarship and coursework on the origins of the American system of government, its foundational documents, its subsequent political traditions and evolutions, and its impact on comparative political systems.**

(b) Encourage civic literacy in this state through the development of educational tools and resources for K-12 and postsecondary students which foster an understanding of how individual rights, constitutionalism, separation of powers, and federalism function within the American system.

(c) Model civic discourse that recognizes the importance of viewpoint diversity, intellectual rigor, and an evidence-based approach to history.

(d) Plan and host forums to allow students and guests to hear from exceptional individuals who have excelled in a wide range of sectors of American life, to highlight the possibilities created by individual achievement and entrepreneurial vision.

(e) Become a national and state resource on using polling instruments and other assessments to measure civic literacy and make recommendations for improving civic education.

(f) Provide fellowships and internship opportunities to students in government.

(g) Create through scholarship, original research, publications, symposia, testimonials, and other means a body of resources that can be accessed by students, scholars, and government officials to understand the innovations in public policy in this state over a rolling 30-year time period.

This statute provides clear support for the CLS degree program. Our “progress in implementing the recommendations” is the creation of this program.



VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Ryan Owens, Ph.D. Political Science	Professor	Tenure	Fall 2026
A	James Strickland, Ph.D. Political Science	Associate Professor	Tenure	Fall 2026
A	Michael Driscoll, Ph.D. Political Science	Teaching Faculty I	Non-tenure	Fall 2026
A	Phillip Pinell, Ph.D. Political Science	Teaching Faculty I	Non-tenure	Fall 2026
C	New Hire, Ph.D. Political Science/Public Law	Associate Professor	Tenure	Fall 2026
C	New Hire, Ph.D. Political Science/Public Policy	Assistant Professor	Tenure	Fall 2026
C	New Hire, Ph.D. Economics	Assistant Professor	Tenure	Fall 2026
C	New Hire, Ph.D. Economics	Associate Professor	Tenure	Fall 2026
A	Denise Harle, JD Law	Clinical Professor	Non-tenure	Fall 2026
A	Doug Norton, Ph.D. Economics	Assistant Professor	Non-tenure	Fall 2026



A	Simon May, Ph.D. Philosophy	Associate Professor	Tenure	Fall 2026
A	Michael Hammock, Ph.D. Economics	Teaching Faculty II	Non-tenure	Fall 2026
A	Simona Andrei, Ph.D. Economics	Teaching Faculty I	Non-tenure	Fall 2026
A	Shawn Kantor, Ph.D. Economics	Professor	Tenure	Fall 2026
A	Martin Kavka, Ph.D. Religious Studies	Professor	Tenure	Fall 2026
A	John Cole, J.D., Ph.D.	Teaching Faculty I	Non-tenure	Fall 2026
A	Michael Bukoski, Ph.D. Philosophy	Assistant Professor	Tenure	Fall 2026
A	Joe Calhoun, Ph.D. Director & Teaching Professor, Stavros Center	Professor	Non-tenure	Fall 2026
C	New Hire, Ph.D. Political Science/Econ/Education	Assistant Professor	Teaching Faculty I	Fall 2026
C	New Hire, Ph.D. Political Science/Econ/Education	Assistant Professor	Tenure	Fall 2026

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds



B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The degree program is being offered via a collaboration between the Institute for Governance and Civics and the College of Social Sciences and Public Policy.

Below are various pieces of evidence of the faculty productivity in the areas of teaching, research, and service in the College of Social Sciences and Public Policy, the academic unit offering the new degree program.

Teaching

The College of Social Sciences and Public Policy is known for its award winning faculty and innovative educational programs. In academic year 2024-2025, seven COSSPP Faculty Received University Teaching Awards for teaching, mentoring, and advising. Among the college's many educational programs, the Applied Politics and Policy Learning Experience (APPLE) program and the Stavros Center's Economic and Financial Educational offerings for undergraduates has been highly regarded programs that are closely aligned with the goals of the Civics and Liberty Studies Degree Program.

In 2024-2025, the College had 38,142 student credit hours (SCH), fundable and non-fundable, at the lower level and 64,957 at the upper level. In terms of Annual Credit Hours FTE, for the same time period, COSSPP had 1,271.36 hours at the lower level and 2,165.20 hours at the upper level.

In addition to traditional classroom teaching, many faculty are actively involved in student mentoring, which, at the undergraduate level, means directing or serving as a member on an Honors Thesis committee or working with Undergraduate Research Opportunity Program (UROP) students. The number of university awards recognizing these faculty for excellence in teaching and mentoring has been impressive: in recent years the College has had recipients for the Distinguished Teaching Award, University Teaching Award, University Undergraduate Advising Award, and the Sustained Service Award.

The average teaching load for tenured and tenure-track faculty is two courses per semester whereas specialized faculty on average teach 3-4 courses per semester. For certain faculty, course loads vary depending on other major instructional or administrative assignments (15%-35% effort on their Assignment of Responsibility), such as graduate teaching assistant



coordination, program coordination, and departmental leadership positions (Chair, and Associate Chairs for Undergraduate and Graduate Studies).

Research

The College of Social Sciences and Public Policy hosts several centers and institutes that are leaders in producing and disseminating cutting edge social science and public policy research. These centers include the Center for Demography and Population Health, Center for Disaster Risk Policy, Civil Rights Institute at Florida State University, Claude Pepper Center, DeVoe L. Moore Center for the Study of Critical Issues in Economic Policy and Government, Florida Center for Public Management, L. Charles Hilton Jr. Center for the Study of Economic Prosperity and Individual Opportunity, LeRoy Collins Institute, Pepper Institute on Aging and Public Policy, and Gus A. Stavros Center for Economic Education. These centers and institutes are renowned for their expertise on topics that include public policy and governance, aging and demographics, disaster preparedness and recovery, and economic growth and opportunity.

COSSPP faculty include two distinguished members of the National Academies of Science, Engineering, and Medicine and many other scholarly leaders in their fields. They regularly publish articles in top-tier peer-reviewed scholarly journals and book chapters in authoritative peer-reviewed collective volumes. The presses where they have published books and monographs include prestigious scholarly outlets, such as Oxford University Press, Cambridge University Press, Columbia University Press, University of Chicago Press, and University of North Carolina Press, among other outlets. Many faculty are regularly invited as keynote speakers or to deliver plenary addresses at recognized national and international scholarly conferences. Our faculty also serve as editors of more than 40 scholarly journals and members of editorial boards for dozens of other distinguished scholarly outlets. Many faculty have received prestigious external grants and awards from entities such as the National Science Foundation, the National Institutes of Health, Centers for Disease Control, US Environmental Protection Agency, US Department of Defense, state agencies, and a wide range of leading private and philanthropic foundations.

The COSSPP faculty are highly productive scholars. In 2023 and 2024, they published more than 400 peer-reviewed journal articles. During Fiscal Year 2024–25, COSSPP faculty engaged in 37 externally funded research projects totaling \$4.3 million in awards. Of these, 28 were newly awarded during FY25. In total, COSSPP faculty conducted 240 research projects during this period, with 76 of them involving student participation.

Service



Faculty in the College of Social Sciences and Public Policy (COSSPP) participate in a wide range of service activities that reflect their commitment to the university, the academic community, and society. This includes service to the University and College, such as serving on committees, advising student organizations, participating in faculty governance, and organizing academic events, seminars, and speaker series. Faculty also participate in professional and disciplinary service, such as peer reviewing for academic journals, publishers, and funding agencies, serving on editorial boards or as journal editors, holding leadership roles in professional associations, and organizing or participating in academic conferences and workshops.



VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
\$215.55	\$771.66

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per [Board of Governors Regulation 8.002](#), complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.

- Provide funding sources for Years 1 and 5 of program operation.
- Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	20	\$1,085,733	-	-	\$1,085,733
Year 2	30				
Year 3	40				
Year 4	50				
Year 5	60	\$1,263,378	-	-	\$1,263,378

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

Yes

No. If not, is there a plan to establish the infrastructure to support the program?
Please describe.



VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

On June 13, 2025, Director Ryan Owens held a Zoom call with Associate Dean Neelam Bharti to discuss the proposed degree program. That discussion confirmed no additional library resources will be needed to implement and/or sustain the program through Year 5. A letter to that effect is attached as Appendix B.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

Specialized equipment and specialized space is not needed to implement the degree program.

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.



E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

At this time, there are no fixed scholarships to be allocated through year 5. The IGC has plans, however, to create a student essay competition for each of our four pillars of liberty (constitutional, economic, conscience, and educational) where the student who writes the best essay will receive \$2,000.

Additionally, IGC and the College of Social Sciences and Public Policy plan to work with potential donors to create scholarship funds for students in the new degree program.



IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	Yes
C	Common Prerequisite Request Form	Bachelor's		Yes
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H	Program and Student Learning Outcomes	FSU Program and Student Learning Outcomes

UF | **Hamilton School of
Classical and Civic Education**
UNIVERSITY of FLORIDA

432 Newell Drive
P.O. Box 117460
Gainesville, FL 32611
Tel: 352-273-0021

23 July 2025

To Whom It May Concern:

I write on behalf of The Hamilton School of Classical and Civic Education in support of the Institute for Governance and Civics's efforts to create a Civics and Liberty Studies degree program.

The proposed CLS degree differs from our Politics, Philosophy, Economics, and Law (PPEL) degree. Though the two degrees share the same CIP code, the CLS curriculum is more heavily focused on social science than our PPEL curriculum, which emphasizes the Humanities. Our PPEL students must take 12 total credits in social science courses. The CLS curriculum requires much more which means that CLS students will graduate with different skills.

Further, the two programs are structured differently. Nearly all classes taught in the Hamilton School are taught by faculty within the Hamilton School. The CLS curriculum involves courses from various departments such as Political Science, Economics, History, Religion, etc.

Where overlap exists between the two programs, we plan to leverage it for positive outcomes. Director Owens and I have already discussed holding conferences together, sharing speakers over multiple days, hosting each other's faculty for lectures, and jointly offering civics events at the Capitol. We plan to be strong partners in our efforts to improve the state of civic awareness in Florida.

Having examined our enrollments and admissions data, I am confident that our two programs can operate successfully. I therefore strongly support the IGC's efforts to create the Civics and Liberty Studies degree.

Sincerely,



Robert G. Ingram

Interim Director

Professor of Humanities



August 6, 2025

Dr. Ryan Owens
Director of the Florida Institute on Governance and Civics
Florida State University,
Tallahassee, Florida 32306-2100

Dear Dr. Owens,

I am pleased to offer my support for the implementation of the new interdisciplinary degree program, "Civics and Liberty Studies," within the College of Social Sciences. After a thorough review of the program and the course outline and library resources currently available, I can confidently affirm that our library is fully equipped to support this exciting new initiative.

The program's course materials align seamlessly with the extensive resources already maintained by the library, ensuring that students and faculty will have access to essential texts, journals, and digital tools necessary for their academic pursuits. Furthermore, our library team is committed to providing ongoing support for research and learning, whether through assistance in navigating existing resources or acquiring new books as the program evolves.

This program represents a significant opportunity to enrich academic exploration in civics and liberty studies. We look forward to the positive impact this program will bring to our campus and its broader academic community.

Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Katie McCormick'.

Katie McCormick
Interim Dean of University Libraries

August 21, 2025

I write in support of the Institute for Governance and Civics' (IGC) efforts to create a Civics and Liberty Studies (CLS) degree program.

The CLS program is distinct from FIU's Bachelor of Science degree in Business and Government Leadership because our program is more focused on the business and government dynamic, both in the United States and internationally. Our program was created to meet the demand for skilled professionals and leaders in South Florida's dynamic business and government sectors. It requires the following 12 core credits, which will be taught by faculty members affiliated with the Adam Smith Center for Economic Freedom:

- Foundational Principles for Leaders in Free Market Societies
- Political Leadership in the United States
- Quantitative and Qualitative Data Analysis for Leaders
- Leadership Capstone

An additional 18 credits are required, consisting of 6 credits each from the College of Business, the Department of Economics, and the School of Communication (the CLS program does not draw on the College of Business nor the School of Communication). Students will take an additional 15 elective credits in one of the following disciplines: economics, **management, finance, communications, entrepreneurship, political science, public administration, international relations**, or a related discipline. The bolded disciplines are outside what the CLS degree program will target.

Where overlap exists between our two programs, we plan to leverage it for positive outcomes. Director Owens and I have already discussed holding conferences together, hosting each other's faculty for lectures, working to create leadership training programs, and jointly offering civics events at the State Capitol. We plan to be strong partners in our efforts to improve the state of civic awareness in Florida.

Having examined our expected enrollments and admissions data, I am confident that our two programs can operate successfully. I therefore support the IGC's efforts to create the Civics and Liberty Studies degree.

Sincerely,

Carlos Díaz-Rosillo, Ph.D.
Founding Director

Memorandum of Understanding

Between the Department of Economics and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of Economics. Economics and CLS are degree programs that contain overlapping topics. Both share a common interest in economic liberty and market behavior.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Economics courses, subject to the availability of seats. Economics shall make all reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the Economics courses in which they enroll. The courses currently part of the CLS degree program include:

Required Core

ECO 2023. Principles of Microeconomics

Required for Economic Liberty Concentration

ECO 2013. Principles of Macroeconomics

ECP 3451. Economics and the Law

ECO 3223. Financial Markets, the Banking System, and Monetary Policy

Electives

ECO 3003 Comparative Economic Systems

ECO 3004. Debating Economic Issues

ECO 3130. Free to Choose

ECO 3431. Analysis of Economic Data

ECO 3303. History of Economic Ideas

ECO 3622. Growth of the American Economy

ECP 4413. Government Regulation of Business

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:

DocuSigned by:

 Timothy Chapin

7/28/2025 | 4:54 PM EDT

72E7277DB3D6423...
Dr. Timothy Chapin (date)
Dean, College of Social Science & Public Policy

Signed by:

 Ryan Owens

7/28/2025 | 4:55 PM EDT

ACAA1128642143B...
Dr. Ryan Owens (date)
Director, Institute for Governance and Civics

Signed by:

 Dr. John Hamman

7/28/2025 | 4:48 PM EDT

B6B7B66314F8441...
Dr. John Hamman (date)
Chair, Department of Economics

Memorandum of Understanding

Between the Department of History and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of History. History and CLS are degree programs that contain overlapping topics. Both share a common interest in the origins of the American system of government, its foundational documents, and its subsequent political traditions and evolutions.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for History courses, subject to the availability of seats. History shall undertake reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the History courses in which they enroll.

The History course(s) currently listed as part of the CLS degree program include:

Elective for Constitutional Liberty Concentration

AMH 4130. Revolutionary America, 1760-1788

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:

DocuSigned by:

 Sam Huckaba
 6/24/2025 | 9:37 AM EDT
 Dr. Sam Huckaba (date)
 Dean, College of Arts and Sciences



June 24, 2025

Dr. Ryan Owens (date)
 Director, Institute for Governance and Civics

Jennifer
 Koslow

 Digitally signed by Jennifer Koslow
 Date: 2025.06.24 08:51:19
 -04'00'
 Dr. Jennifer Koslow (date)
 Chair, Department of History

**Memorandum of Understanding
Between the Jim Moran College of Entrepreneurship
and the Institute for Governance and Civics
Regarding the Civics and Liberty Studies Degree**

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Jim Moran College of Entrepreneurship. The College and CLS focus on overlapping topics. Both share a common interest in economic freedom, the study of market behavior, and entrepreneurship (civic and economic).

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Entrepreneurship courses, subject to the availability of seats. The College shall undertake reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the College courses in which they enroll.

The Jim Moran College of Entrepreneurship course(s) currently listed as part of the CLS degree program include:

Elective(s) for Economic Liberty Concentration

ENT 2802. Entrepreneurship and Contemporary Society

ENT 3273. Family Business

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:

Susan Fiorito

7/28/2025

Dr. Susan Fiorito (date)
Dean, Jim Moran College of Entrepreneurship



7-28-2025

Dr. Ryan Owens (date)
Director, Institute for Governance and Civics

Memorandum of Understanding
Between the Department of Philosophy and the Institute for Governance and Civics
Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of Philosophy. Philosophy and CLS are degree programs that contain overlapping topics. Both share a common interest in conscience, legal and political philosophy, and ethics.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Philosophy courses, subject to the availability of seats. Philosophy shall undertake all reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the Philosophy courses in which they enroll.

The courses currently part of the CLS degree program include:

Constitutional Liberty Concentration
 PHM 3400. Philosophy of Law (Required)

Economic Liberty Concentration
 PHI 3670. Ethical Theory (Required)

Conscience Liberty Concentration
 PHM 3331r. Modern Political Thought (Required)
 PHI 3670. Ethical Theory (Required)
 PHI 3220. Introduction to Philosophy of Language (Elective)
 PHI 3300. Knowledge and Belief (Elective)

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:


 Dr. Sam Huckaba (date)
 Dean, College of Arts and Sciences


 7/28/2025
 Dr. Ryan Owens (date)
 Director, Institute for Governance and Civics

Randolph Clarke 7/28/25
 Dr. Randolph Clarke (date)
 Chair, Department of Philosophy

Memorandum of Understanding

Between the Department of Political Science and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of Political Science. Political Science and CLS are degree programs that contain overlapping topics. Both share a common interest in legal and political institutions and American governance.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Political Science courses, subject to the availability of seats. Political Science shall make reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the Political Science courses in which they enroll. The courses currently part of the CLS degree program include:

POS 3625—The First Amendment
POS 3713—Understanding Political Science Research
POS 3490—Social Science and the Law
POS 4603—Constitutional Law
POS 4606—The Supreme Court in American Politics
POS 3064—Federalism and Intergovernmental Relations
POS 3931—The Supreme Court’s Current Term

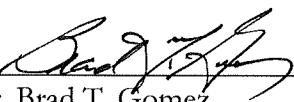
Duration. This MOU will be effective from the date of signing and will remain in effect until terminated by mutual agreement of the parties.

The parties agree to the terms and conditions of this MOU and sign below:

 8/11/25
Dr. Timothy Chapin (date)
Dean, College of Social Science & Public Policy

Signed by:

ACAA1128642143B...
Dr. Ryan Owens (date)
Director, Institute for Governance and Civics

 8/11/25
Dr. Brad T. Gomez (date)
Chair, Department of Political Science

Memorandum of Understanding

Between the Department of Religion and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of Religion. Religion and CLS are degree programs that contain overlapping topics. Both share a common interest in conscience, the role of religion in society, and the legal/constitutional dynamics involved.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Religion courses, subject to the availability of seats. Religion shall undertake all reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the Religion courses in which they enroll.

The courses currently part of the CLS degree program include:

Required for Conscience Liberty Concentration

REL 3171 Religion and Conscience

REL 3178 Religion and Law (also an elective in the educational liberty concentration)

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:



8/15/2025

Dr. Sam Huckaba (date)
Dean, College of Arts and Sciences



8/14/2025

Dr. Ryan Owens (date)
Director, Institute for Governance and Civics



08/14/2025

Dr. Martin Kavka (date)
Chair, Department of Religion

Memorandum of Understanding

Between the Department of Statistics and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Department of Statistics. The CLS degree program has a strong element of social science and quantitative analysis in it. Its goal, in part, is to teach students how to employ statistical methodology to understand important normative topics.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for Statistics courses, subject to the availability of seats. Statistics shall undertake reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the Statistics courses in which they enroll.

The Statistics course(s) currently listed as part of the CLS degree program include:

Option to meet the required methods course:
STA 2122 Introduction to Applied Statistics

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:



Dr. Sam Huckaba (date)
Dean, College of Arts and Sciences



August 13, 2025

Dr. Ryan Owens (date)
Director, Institute for Governance and Civics

Digitally signed by Eric
Chicken
Date: 2025.08.14
13:28:55 -04'00'

Dr. Eric Chicken (date)
Chair, Department of Statistics

Memorandum of Understanding

Between the Interdisciplinary Social Science Program and the Institute for Governance and Civics Regarding the Civics and Liberty Studies Degree

Purpose. The purpose of this memorandum of understanding (MOU) is to coordinate how students in the Civics and Liberty Studies (CLS) Degree program will register for and take courses in the Interdisciplinary Social Science Program. The CLS degree program has a strong element of social science and quantitative analysis in it. Its goal, in part, is to teach students how to employ statistical methodology to understand important normative topics.

Terms. Under this MOU, students enrolled in the CLS program will be able to register for ISS courses, subject to the availability of seats. ISS shall undertake reasonable efforts to make seats available to CLS students. CLS students will be responsible for meeting the prerequisites and requirements of the ISS courses in which they enroll.

The ISS course(s) currently listed as part of the CLS degree program include:

Option to meet the required methods course:

ISS 4014 Evidence Based Public Policy

Duration. This MOU will be effective from the date of signing and will remain in effect until renegotiated by the parties hereunder.

The parties agree to the terms and conditions of this MOU and sign below:

Timothy Chapin Dec 3, 2025

Dr. Tim Chapin (date)
Dean, College of Social Sciences and Public Policy



November 24, 2025

Dr. Ryan Owens (date)
Director, Institute for Governance and Civics

Lisa Turner de Vera

Dr. Lisa Turner de Vera (date)
Director, Interdisciplinary Social Science

7 Year Curriculum Vitae

Owens, Ryan

Last Revised: January 24, 2025

General Information

Honors, Awards, and Prizes

George C. and Carmella P. Edwards Professor of American Politics, University of Wisconsin-Madison (2019).

Teaching

Courses Taught

Law and Justice in Film
The Supreme Court's Current Term
Liberalism, Conservatism, and the Idea of America
The Marshall Court
The Supreme Court and American Politics
American Political Institutions
Administrative Law
The Founding Fathers

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

Owens studies law and courts and American political institutions. His work analyzes the United States Supreme Court, the United States Courts of Appeals, legal institutions, and judicial behavior.

Publications

Refereed Journal Articles

Ryan C. Black, Timothy R. Johnson, Ryan J. Owens, & Justin Wedeking. (2024). Televised Oral Arguments and Judicial Legitimacy: An Initial Assessment. *Political Behavior*.
doi:[10.1007/s11109-022-09848-5](https://doi.org/10.1007/s11109-022-09848-5)

Krewson, C. N., & Owens, R. J. (2024). How the Intensity of Preference for Ideological Judges

Influences Court Support. *Political Research Quarterly*, 10659129241239612.

Ryan J. Owens. (2023). Order effects and oral argument at the US Supreme Court. *Social Science Quarterly*. doi:[10.1111/ssqu.13310](https://doi.org/10.1111/ssqu.13310)

Christopher N. Krewson, & Ryan J. Owens. (2023). Judicial Philosophy and the Public's Support for Courts. *Political Research Quarterly*. doi:[10.1177/10659129221119741](https://doi.org/10.1177/10659129221119741)

Ryan C. Black, Ryan J. Owens, & Patrick C. Wohlfarth. (2023). Considering Constitutional Change: Survey Evidence on Public Attitudes Toward Term Limits for Federal Judges. *New Political Science*. doi:[10.1080/07393148.2023.2208432](https://doi.org/10.1080/07393148.2023.2208432)

Black, R. C., Owens, R. J., Johnson, T. R., & Wedeking, J. (2023). Cameras in the High Court: An Empirical Examination of Support for Supreme Court Justices. *Harv. JL & Pub. Pol'y Per Curiam*, 1.

Black, R. C., Owens, R. J., & Wohlfarth, P. C. (2023). Considering Constitutional Change: Survey Evidence on Public Attitudes Toward Term Limits for Federal Judges. *New Political Science*, 45(2), 335-358.

Krewson, C. N., & Owens, R. J. (2023). Judicial philosophy and the public's support for courts. *Political Research Quarterly*, 76(2), 944-960.

Owens, R. J. (2023). Order effects and oral argument at the US Supreme Court. *Social Science Quarterly*, 104(6), 1222-1236.

Krewson, C. N., & Owens, R. J. (2022). How state judicial selection methods may influence views of US Supreme Court nominees: Evidence from a conjoint experiment. *Journal of Law and Courts*, 10(2), 189-212.

Black, R. C., Owens, R. J., Wedeking, J., & Wohlfarth, P. C. (2021). Conscientiousness and Supreme Court Confirmation Hearings in the Senate Judiciary Committee. *British Journal of American Legal Studies*, 10(3), 379-408.

Black, R. C., Owens, R. J., Wedeking, J., & Wohlfarth, P. C. (2021). On Estimating Personality Traits of US Supreme Court Justices. *Journal of Law and Courts*, 9(2), 371-396.

Krewson, C. N., & Owens, R. J. (2021). Public support for judicial philosophies: evidence from a conjoint experiment. *Journal of Law and Courts*, 9(1), 89-110.

Black, R. C., & Owens, R. J. (2021). TRENDS: The Influence of Personalized Knowledge at the Supreme Court: How (Some) Former Law Clerks Have the Inside Track. *Political Research Quarterly*, 74(4), 795-807.

Owens, R. J., & Wohlfarth, P. C. (2019). The influence of home-state reputation and public

opinion on federal circuit court judges. *Journal of Law and Courts*, 7(2), 187-214.

Black, R. C., Johnson, T. R., & Owens, R. J. (2018). Chief Justice Burger and the Bench: How Physically Changing the Shape of the Court's Bench Reduced Interruptions during Oral Argument. *Journal of Supreme Court History*, 43(1), 83-98.

Johnson, T. R., Black, R. C., & Owens, R. J. (2018). Justice Scalia and Oral Arguments at the Supreme Court. *The Conservative Revolution of Antonin Scalia*, 245.

Owens, R. J., & Krewson, C. J. (2018). Justice Scalia's Concurring Opinion Writing. *The Conservative Revolution of Antonin Scalia*, 273.

Krewson, C., Lassen, D., & Owens, R. J. (2018). Research note: Twitter and the Supreme court: An examination of congressional tweets about the Supreme court. *Justice System Journal*, 39(4), 322-330.

Refereed Books

Black, R. C., Owens, R. J., Wedeking, J., & Wohlfarth, P. C. (2020). *The Conscientious Justice: How Supreme Court Justices' Personalities Influence the Law, the High Court, and the Constitution*. Cambridge University Press.

Service

Florida State University

FSU Institute or Center Service

Director, Institute for Governance and Civics (2024–present).

The Profession

Editorial Board Membership(s)

Journal of Law and Courts (2021–present).

Guest Reviewer for Refereed Journals

Journal of Politics (2010–present).

American Journal of Political Science (2008–present).

American Political Science Review (2008–present).

Journal of Law and Court (2008–present).

Journal of Law, Economics, & Organization (2008–present).

Law & Society Review (2008–present).

Political Analysis (2008–present).

Political Behavior (2008–present).

Political Research Quarterly (2008–present).

Social Science Quarterly (2008–present).

Yale Law Review (2008–present).

Reviewer or Panelist for Grant Applications

National Science Foundation (2017–2018).

Service to Professional Associations

Chair, Lasting Contribution Award, Judicial Politics Section—American Political Science Association (APSA) (2020).

Service to Other Universities

Co-Director, *Center for the Study of Liberal Democracy* (2022–2024).

Post Tenure Review Committee, *University of Wisconsin-Madison* (2021–2023).

Faculty Recruitment Committee, *University of Wisconsin-Madison* (2019–2021).

Director and Creator, *Tommy G. Thompson Center on Public Leadership* (2017–2021).

Graduate Recruitment Committee, *University of Wisconsin-Madison* (2012–2021).

The Community

Steering Committee, Federalist Society--Madison, WI Chapter (2017–2019).

Keynote Speaker, Kiwanis Club of Downtown Madison (2018).

Keynote Speaker, Rotary Club of Madison (2018).

Amicus Curiae Briefs

Owens, R. (2020). *Wisconsin Council of Religions and Independent Schools, et al. v. Janel Heinrich, et al.* (Wisconsin Supreme Court, 2020AP001420).

Owens, R. (2018). *Brief of Senator Mike Lee, Senator Ted Cruz, Rep. Raul Labrador, and Rep. Rob Bishop As Amici Curiae in Support of Petitioner in the U.S. Supreme Court case Utah Republican Party v. Spencer J. Cox, et al.* (18-450)(cert denied).

James Strickland, PhD

CONTACT **James.Strickland@asu.edu**
School of Politics and Global Studies
Arizona State University
P.O. Box 873902
Tempe AZ 85287-3902

POSITIONS **Florida State University**, Tallahassee, Florida

- Department of Political Science.
 - Associate Professor, starting July 2025.
- Institute on Governance and Civics.
 - Faculty Associate, starting July 2025.

Arizona State University, Tempe, Arizona

- School of Politics and Global Studies.
 - Associate Professor, 2024-2025.
 - Assistant Professor, 2019-2024.

DEGREES **University of Michigan**, Ann Arbor, Michigan

Ph.D., Political Science, 2019
Major: American Politics; *Minor:* Methodology
Dissertation: “Multi-client Lobbying in the American States.”
Committee co-chairs: Richard Hall and Ken Kollman

University of Georgia, Athens, Georgia

M.A., Political Science and International Affairs, 2014

University of South Carolina, Columbia, South Carolina

B.A., History and Political Science, 2012
Phi Beta Kappa, *magna cum laude*

BOOK PROJECT Strickland, James. *Paying to Play: The Emergence of Gatekeeper Lobbyists* (under contract, University of Michigan Press).

**PEER-
REVIEWED
ARTICLES**

Strickland, James. "Who Stopped the Equal Rights Amendment?" *State Politics and Policy Quarterly* (accepted for publication).

Strickland, James. "Legislator Turnover and Lobbyist Exits." *Legislative Studies Quarterly* (now online; issue number not assigned).

Strickland, James and Naimisha Chakravadhanula. "Why Hospitals Hire Tobacco Lobbyists: Conflicts of Interest Among Lobbyists' Clients." *Journal of Public Policy* 44(4): 697-719.

Strickland, James and Dallin Overstreet. "Rent Control for Homeowners? Acquisition-Value Assessments and Housing Costs." *Public Finance Review* 53(3): 267-95.

Strickland, James and Nathan Tarr. 2023. "Diversity for Access? Ethnic and Racial Diversity Among American Lobbyists." *Journal of Race, Ethnicity, and Politics* 8(2): 267-88.

Strickland, James. 2023. "Incremental Lobby Reform: Elite Interests and Governance Policies." *Journal of Policy History* 35(3): 333-53.

Strickland, James and Jesse Crosson. 2023. "K Street on Main: Legislative Turnover and Multi-client Lobbying." *Political Science Research and Methods* 11(4): 746-62.

Strickland, James. 2023. "The Contingent Value of Connections: Legislative Turnover and Revolving-Door Lobbyists." *Business and Politics* 25(2): 152-72.

- Best Article Award, State Politics (section), Amer. Poli. Sci. Assn.
- Runner-up, David P. Baron Best Article Award, *Bus. and Politics*.

Strickland, James and Katelyn Stauffer. 2022. "Legislative Diversity and the Rise of Women Lobbyists." *Political Research Quarterly* 75(3): 531-46.

Strickland, James. 2022. "Lobbying at Constitutional Conventions: Venues for the People." *Interest Groups and Advocacy* 11(4): 517-44.

Strickland, James. 2022. "Legislature Size and Interest Mobilization: The Effects of Institutional Change." *American Politics Research* 50(4): 511-24.

Strickland, James. 2021. “A Quiet Revolution in State Lobbying: Government Growth and Interest Populations.” *Political Research Quarterly* 74(4): 1181-96.

Strickland, James. 2020. “Bifurcated Lobbying in America: Group Benefits and Lobbyist Selection.” *Interest Groups and Advocacy* 9(2): 131-58.

Strickland, James. 2020. “The Declining Value of Revolving-Door Lobbyists: Evidence from the American States.” *American Journal of Political Science* 64(1): 67-81.

Strickland, James. 2019. “America’s Crowded Statehouses: Measuring and Explaining Lobbying in the U.S. States.” *State Politics and Policy Quarterly* 19(3): 351-74.

Strickland, James. 2019. “A Paradox of Political Reform: Shadow Interests in the U.S. States.” *American Politics Research* 47(4): 887-914.

EDITOR-INVITED ARTICLES

Strickland, James. 2025. “Introduction: Perspectives on Term Limits in Democratic Society.” *Journal of Policy History* 37(1): 1-4.

Chamberlain, Adam, James Strickland, and Ali Yanus. 2023. “The Rise of Lobbying and Interest Groups in the States during the Progressive Era.” Ed. Anthony Nownes. *Frontiers in Political Science* 5.

BOOK CHAPTERS

Strickland, James (under contract). “Lobby Scandals in America.” In Anthony Nownes (ed.), *Interest Group Politics* (11th ed.) Bloomsbury Academic.

Strickland, James and Jordin Tafoya (under contract). “Lobbying Transparency and the Regulation of Revolving Doors.” In Raj Chari, Michele Crepaz, Emilia Korkea-aho, Wiebke Marie Junk (eds.), *The Oxford Handbook of Lobbying and its Regulation*. Oxford University Press.

Strickland, James (under contract). “Lobbying in Subnational and Local Politics.” In Raj Chari, Michele Crepaz, Emilia Korkea-aho, Wiebke Marie Junk (eds.), *The Oxford Handbook of Lobbying and its Regulation*. Oxford University Press.

Strickland, James. 2021. “Nudging Lobbyists to Register with Online Registration and Grace Periods.” In Rosemarie Fike, Stefanie Haeffele, and Arielle John (eds.), *Nudging Public Policy: Examining the Benefits and Limitations of Paternalistic Public Policies*. Lanham: Rowman & Littlefield.

Strickland, James and Logan Woods. 2017. "Parties and Interest Groups in Michigan." In John S. Klemanski and David A. Dulio (eds.), *Michigan Government, Politics, and Policy*. Ann Arbor: University of Michigan Press.

Heaney, Michael T. and James Strickland. 2016. "A Networks Approach to Interest Group Politics." In Jennifer N. Victor, Mark N. Lubell, and Alexander H. Montgomery (eds.), *The Oxford Handbook of Political Networks*. New York: Oxford University Press.

**WORKING
PAPERS**

Strickland, James and Ken Kollman. "Constitutional Change and Interest Group Mobilization: Insight from the Progressive Era" (complete draft available).

**BOOK
REVIEWS**

Strickland, James. 2023. "*Stealth Lobbying: Interest Group Influence and Health Care Reform*. By Amy McKay. Cambridge, UK: Cambridge University Press. 2022. 230p. \$99.99 cloth." *Perspectives on Politics* 21(2): 730 - 31.

Strickland, James. 2018/2019. "*Selfish Libertarians and Socialist Conservatives? The Foundations of the Libertarian-Conservative Debate*. By Nathan W. Schlueter and Nikolai G. Wenzel. Stanford, CA: Stanford University Press, 2017. Pp. xii, 215. \$24.95 paperback." *Independent Review* 23(3): 451 - 54.

GRANTS

Application title: "Spoils of Incumbency: Effective Lawmakers as Lobbyists." Submitted to Center for Effective Lawmaking, Sept. 2024: funded (\$2,000).

Application title: "Historic Lobby, PACs, and Campaign Finance Database." Submitted to Institute for Humane Studies, July 2024: funded (\$8,000).

Application title: "Lobbyists as Gatekeepers." Submitted to School of Politics and Global Studies Democracy Lab, Nov. 2023: funded (\$3,000).

AWARDS**External**

William Anderson Prize. American Political Science Assn. 2020.
 Humane Studies Fellow. Institute for Humane Studies, 2013-2019.
 Vincent and Elinor Ostrom Prize. Public Choice Society. 2018.
 Visiting Dissertation Fellowship. George Mason University, 2017-2018.
 Fellowship. James Madison Memorial Foundation. 2012 (declined).

Internal - Arizona State University

Fellowship, Ctr. for Constitutional Design (law school). 2022-2023.
 Michael Mitchell Outstanding Teaching Award. 2021.

Internal - University of Michigan

Gerald R. Ford Fellowship. 2018-2019.
 Matthew K. Smith Award. 2018.
 Samuel Eldersveld Prize, with Jesse Crosson. 2017.
 Roy Pierce Award, with Ken Kollman. 2016.

TEACHING

Arizona State University - in person: 525 total students.

- POS 110: "Introduction to American Gov't;" fall 2020, 2021 (324).
- POS 216: "State and Local Gov't;" fall 2019, 2020; spring 2023 (79).
- POS 333: "Interest Groups;" spring 2022 (50).
- POS 530: "American Politics;" spring 2024, 2025 (12).
- POS 598: "American National Institutions;" fall 2021 (3).
- POS 603: "Polimetrics I;" spring 2020; fall 2022, 2023, 2024 (57).

Arizona State University - online: 1,983 total students.

- POS 110: "Introduction to American Gov't;" fall 2022, 2023, 2024; summer 2021, 2022, 2023, 2024; spring 2023, 2024, 2025 (1,521).
- POS 110: "Power and Politics in U.S. Government" (Universal Learner Course); fall 2024; summer 2024, 2025; spring 2025 (453).
- POS 484: "Internship;" summer 2025 (9).

SPECIAL PROJECT

Lead Content Developer - Universal Learning Course "Power and Politics in U.S. Government" (fall 2022 - spring 2024).

Served as intermediary between Learning Enterprise and team of faculty in academic unit, and as leader of faculty team, to develop a massive open online course (i.e., MOOC) for Study Hall: a collection of online courses designed to broaden access to baccalaureate degree programs at Arizona State University. This role involved vetting open-access resources, determining content of lectures, and designing assessments.

MENTOR- SHIP	Arizona State University - undergraduate Co-Director, Robert Armknecht honors thesis; 2022-2023. Co-Director, Armando Montero honors thesis; 2022-2023. Co-Director, Dheeti Deliwal honors thesis; 2023. Member, Cati Iben honors thesis; 2024-2025. Member, Amelia Barton honors thesis; 2022-2023. Member, Justin Schwager honors thesis; 2022. Member, Bryce Jones honors thesis; 2020-2021. Mentor, Junior Scholars Program; spring 2020, 2022, 2024; fall 2022. Faculty Advisor, Sola Ministries at ASU (Lutheran); 2019-2023.
CONF. TALKS	Arizona State University - graduate Director, Michael Ayala M.A. thesis committee; 2024-2025. Director, Daniel Resendez M.A. thesis committee; 2024-2025. Member, Anastasia Brown Ph.D. dissertation committee; 2023-2025. Co-Director, Aleisha Ball M.A. thesis; 2023-2024. Member, Brigid Fitzgerald M.A. thesis committee; 2023-2024. Member, Jordan Tafoya M.A. thesis committee; 2023-2024. Member, Trudy Horsting Ph.D. dissertation committee; 2021-2024. Member, Trudy Horsting M.A. in passing committee; 2021.
INVITED TALKS	American Political Science Association: 2016; 2020-2021; 2023-2024. Congress and History Conference: 2020. Copenhagen Money in Politics Conference: 2024. European Consortium for Political Research: 2018. Midwest Political Science Association: 2016; 2019; 2022-2023. Policy History Conference: 2023-2025. Public Choice Society: 2017-2019. Society for Empirical Legal Studies: 2014; 2019 (poster). Southern Political Science Association: 2016-2023; 2025. State Politics and Policy Conference: 2014 (poster); 2022-2024.

INTERNAL SERVICE Arizona State University - School of Politics and Global Studies
Hiring Committee for Assistant Teaching Professor, 2024.
Honors Faculty Advisor, 2023-2025.
Advisory (personnel) Committee, 2021-2022; 2024-2025.
American Politics Exam Committee, 2020-2021; 2022-2023.
Graduate Committee, 2019-2020; 2024-2025.
Kopf Conference co-organizer, 2022.
Undergraduate Committee, 2020-2023.
Colloquium, Speaker and Workshop Committee, 2019-2020.

University of South Carolina
Classroom Space and Scheduling Committee, 2010-2011.

EXTERNAL SERVICE American Political Science Association
Conference Panel Chair, 2021.
Conference Panel Discussant, 2024.

College Board
Reader (exam grader), Advanced Placement U.S. Government, 2024.
Visiting Fellowship (exam reviewer), A.P. U.S. Government, 2023.

Journal of Policy History
Associate Editor, 2021-present.

Legislative Studies Section, Amer. Poli. Sci. Association
Emerging Scholar Award Committee, 2023.

Midwestern Political Science Association
Conference Panel Chair, 2022.
Conference Panel Discussant, 2022-2023.

Model Constitutional Convention, Arizona State University
Faculty Mentor, 2024.

Policy History Conference or Workshop
Conference co-chair, 2025.
Workshop Discussant, 2024.
Conference Panel Discussant, 2022.

State Oversight Academy at Wayne State U. Levin Center
Board Member, 2023-present.

	<p>State Politics and Policy Section, Amer. Poli. Sci. Association <i>State Politics and Policy Quarterly</i> Best Paper Award Comm., 2024. Conference Panel Chair, 2023. Conference Panel Discussant, 2023.</p>
	<p>Southern Political Science Association Conference Panel Chair, 2020-2021; 2023. Conference Panel Discussant, 2020-2021, 2023. Section Chair (Parties and Interest Groups), 2022.</p>
REFEREE SERVICE	<p><i>American Journal of Political Science</i>, 2017; 2018; 2019; 2020; 2021; 2024. <i>American Political Science Review</i>, 2020; 2025. <i>American Politics Research</i>, 2021. <i>British Journal of Political Science</i>, 2021; 2022. Cambridge University Press (book proposal), 2022. <i>European Journal of Political Research</i>, 2023. <i>Frontiers in Political Science</i>, 2023. <i>Interest Groups and Advocacy</i>, 2018; 2019; 2020; 2022; 2023 (2); 2024; 2025. <i>Journal of Policy History</i>, 2021; 2023; 2024 (3). <i>Journal of Politics</i>, 2024, 2025. <i>Legislative Studies Quarterly</i>, 2023, 2024 (3). <i>Milbank Quarterly</i>, 2025. Palgrave Macmillan (book proposal) 2021; (book) 2022. <i>Policy Studies Journal</i>, 2022; 2023. <i>Political Research Quarterly</i>, 2020. <i>Political Science Research and Methods</i>, 2022; 2023. <i>Politics and Gender</i>, 2025. <i>PS: Political Science and Politics</i>, 2024. <i>Public Choice</i>, 2021; 2024. <i>Public Performance and Management Review</i>, 2025. <i>Regulation and Governance</i>, 2025. Sage Publications (two book chapters) 2024. <i>State Politics and Policy Quarterly</i>, 2017, 2024.</p>
OPINION	<p>Strickland, James and Nathan Tarr. 2023, July 28. “America’s legislatures are getting more diverse, but lobbying groups have been slow to follow.” LSE US Centre.</p> <p>Strickland, James. 2023, March 29. “Cumulative voting as a means to address disparate racial impact of election laws.” <i>Constitutional Conversations</i>, Center for Constitutional Design.</p> <p>Strickland, James. 2022, June 20. “Term Limits Have Benefits but Other Reforms Should be Explored.” <i>Arizona Capitol Times</i>.</p>

Strickland, James. 2020, December 31. “To improve Arizona’s legislature, consider cumulative voting.” *Arizona Capitol Times*.

Strickland, James. 2020, August 2. “Dollars versus voters? Businesses and advocacy groups hire different lobbyists.” *Medium.com*.

Strickland, James. 2019, February 15. “Paradoxically, stricter lobbying laws can actually hurt transparency. Here’s how to improve them.” LSE US Centre.

EXTERNAL PRESS ABC15 Arizona. 2024, March 13 (interview for television broadcast). “What happens to campaign money when a candidate drops out?”.

U.S. Term Limits. 2023, Aug 9. “How Congressional Term Limits Transform Lobbying Dynamics.” *Termlimits.com*.

Fuchs, Haley. 2022, June 22. “American influence has a new address on State Street.” *Politico.com*.

Cleveland-Stout, Nick and Ben Freeman. 2022, March 28. “Ukraine war puts spotlight on Russia’s paid boosters in Washington.” *Responsible Statecraft*.

Schwarz, D. Hunter. 2021, August 8. “The political battle over the pandemic has come to the classroom.” *Deseret News*.

Brodie, Mark. 2021, January 14. “ASU professor: Cumulative voting could make Arizona’s legislature less polarized.” *The Show*, 91.5 KJZZ.

Cunningham, Meg. 2020, December 18. “Arizona GOP leaders’ quarrel over election results could impact party’s future.” ABC News.

Crawford, Alan. 2020, January 16. Secrets of the ‘Revolving Door.’ *Impact* (newsletter of the Public Affairs Council).

Oosting, Jonathan. 2019, January 23. “Outgoing state officials turn to lobbying under lax Michigan rules.” *Detroit News*.

LETTERS

Richard L. Hall
Professor of Political Science and Public Policy
University of Michigan
RLHall@umich.edu
(734) 763-4390

Kenneth W. Kollman
Frederick G. L. Huetwell Professor of Political Science
Director, Center for Political Studies
University of Michigan
KKollman@umich.edu
(734) 763-1348

Jenna Bednar
Professor of Political Science
University of Michigan
JBednar@umich.edu
(734) 615-5685

Scott Ainsworth
Professor of Political Science
University of Georgia
SAinswor@uga.edu
(706) 542-2057

Last updated: May 22, 2025.

Michael J. Driscoll, Ph.D.
 Hillsdale College
 Hillsdale, MI 49242
mdriscoll@hillsdale.edu

EDUCATION

Ph.D., Politics, Van Andel Graduate School of Statesmanship, Hillsdale College, December 2022

- Dissertation Committee: Thomas G. West (Chair), John W. Grant, Ronald J. Pestritto
- Dissertation: “*Could They Be Happier*: Law, Morality, and Happiness in the Political Thought of John Locke” (Honors, Ph.D. Dissertation, Fall 2022)

M.A., Politics, Van Andel Graduate School of Statesmanship, Hillsdale College, May 2019

B.A., Humanities & Liberal Studies, Ave Maria University, May 2017, *summa cum laude*

TEACHING APPOINTMENTS & EXPERIENCE

Visiting Assistant Professor in Politics, Hillsdale College, 2023-2025

Lecturer in Politics, Hillsdale College, Spring 2022 & Spring 2023

Teaching Apprenticeships, Hillsdale College, Fall 2019 & Spring 2020

COURSES TAUGHT

US Constitution

- Course summary: The course introduces students to 1) the essential concepts of the American Founding including natural rights, religious liberty, separation of powers, and their views on domestic and foreign policy, and 2) how subsequent movements in the Civil War, Progressive, New Deal, and Post-60s eras altered these concepts.

Modern American Government

Intro to US Foreign Policy

American Presidency

International Politics

COURSES PREPARED TO TEACH

History of Political Philosophy

- Ancient, Medieval, Early Modern, and Late Modern

American Founding

American Political Thought

20th & 21st Century American Politics

Special Topics:

- John Locke
- Thomas Hobbes
- Montesquieu
- American Conservatism

ACADEMIC PUBLICATIONS

“Suiting the ‘Relish of our Minds’: Locke on Rational Happiness,” *Pietas* 4, no. 2. (Forthcoming, Fall 2025)

“Curbing the “Corruption of Manners:” John Locke on Domestic Policy.” (Under review)

“Natural Law, Consent, and John Locke’s Foreign Policy.” (In preparation)

“Conservatism and Utopianism in the Political Thought of Orestes Brownson.” (In preparation)

Review of *The Making of Martin Luther*, by Richard Rex, in *Moreana: Thomas More and Renaissance Studies*, 56 (Number 212) (2), (December 2019) pp. 246–250.

PROFESSIONAL CONFERENCE PAPERS

“Against the ‘Politics of Wish:’ James Burnham on Western Decline and Conservatism’s Shortcomings,” To be presented at the Ciceronian Society Conference, Harrisonburg, VA, March 13-15, 2025

“Natural Law, Consent, and John Locke’s Foreign Policy,” American Political Science Association, Philadelphia, PA, September 5, 2024

“Correcting the ‘Divinity of the Times:’ Locke’s *First Treatise*,” Midwestern Political Science Association, April 4-7, 2024.

“Conformable to the Law of Nature: John Locke’s Morally Minded State.” Presented at the Ciceronian Society conference, Plano, TX, February 29-March 2, 2024.

"Suiting the 'Relish of our Minds:’ Locke's Account of Human Happiness." Presented at the Van Andel Graduate School of Statesmanship Fall Colloquium, Hillsdale, MI, October 2021.

"The Complicated Orestes Brownson." Presented virtually at the Midwestern Political Science Association, April 2021.

“Nine Parts of Ten:” Man’s Malleable Character and the Importance of Good Education.” Presented virtually at the Association of Core Texts and Courses, April 2021.

"The Philosopher's Disguise: A Reflection on the Purpose of Poetry in Plato's Republic." Presented at the Association of Core Texts and Courses, Santa Fe, NM, April 2019.

“Roper’s Mirror,” Presented at the Center for Thomas More Studies Conference, Irving, TX, November 2017.

RESEARCH INTERESTS

History of Political Philosophy
 Early Modern Political Philosophy
 American Politics and Political Thought
 Catholic Social & Political Thought
 Natural Law Theory
 Government Power and its Proper Scope
 Foreign Policy & International Politics

CLASSICAL & MODERN LANGUAGES (Reading Competency)

Latin
German

ACADEMIC AWARDS & HONORS

General Fellowship, The Philadelphia Society, Spring 2023
Galbraith Graduate Scholarship, Hillsdale College, 2018-2020
Graduate Research Assistantship, Hillsdale College, 2017-2021
Humanities & Liberal Studies Department Award Recipient, Ave Maria University, 2017
Runner-Up, Synod on the Family Essay Contest, Ignatius Press & Catholic World Report, 2015

PROFESSIONAL EXPERIENCE

Online Learning Instructional Fellow, External Affairs, Hillsdale College, 2022-2023
Research Assistant to Dr. Thomas G. West, Paul Ermine Potter and Dawn Tibbetts Potter
Endowed Professorship in Politics and Professor of Politics, Hillsdale College, Fall 2021.
Assistant Staff Writer, Institutional Advancement, Hillsdale College, 2018-Spring 2021.
Assistant Archivist, Archives and Special Collections, Hillsdale College, 2017-2018. Worked on
the papers of Sir Martin Gilbert and Dr. Harry V. Jaffa.
Research Assistant to Ambassador Michael Novak (1933-2017), Lewes, DE, & Ave Maria, FL,
2015-2016.

PROFESSIONAL REFERENCES

Dr. Adam Carrington, Associate Professor, Archer Endowed Position in History & Political
Science, Ashbrook Center Co-Director
- Contact: acarring@ashland.edu

Dr. John Grant, Associate Professor of Politics, Department Chairman, Hillsdale College
- Contact: jgrant1@hillsdale.edu

Dr. Joseph Postell, Associate Professor of Politics, Hillsdale College
- Contact: jpostell@hillsdale.edu

Dr. Ronald Pestritto, Professor of Politics, Graduate Dean, Charles and Lucia Shipley Chair in
the American Constitution, Hillsdale College
- Contact: rpestritto@hillsdale.edu

Dr. Thomas G. West, Professor of Politics, Paul Ermine Potter and Dawn Tibbetts Potter
Endowed Professorship in Politics, Hillsdale College
- Contact: twest@hillsdale.edu



Phillip M. Pinell

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 110 North Hall
 1050 Bascom Mall
 Madison, WI 53706

ACADEMIC APPOINTMENTS

Lecturer, University of Wisconsin—Madison Fall 2022 - present

EDUCATION

Ph.D. Political Science, University of Wisconsin—Madison	Exp: 2025
Fields: Political Theory & American Politics	
Dissertation: <i>The Idea of the Nation in Twentieth-Century Spanish Political Thought</i>	
Committee: Richard Avramenko (chair), Daniel Kapust, Joshua Dienstag, Michelle Schwarze	
M.A. Political Science, University of Wisconsin—Madison	2022
B.S. Political Science, B.A. Philosophy, University of Houston The Honors College	2019

RESEARCH

Peer-Reviewed Articles:

2025. “Might Makes Rights: A Ciceronian Critique of Pettit’s Theory of Liberty,” *POLIS: The Journal for Greek and Roman Political Thought* 42(2), 279-304. Link Forthcoming.

2025. “*Tocqueville and Democratic Historical Consciousness*,” *The European Legacy* 30(2), 151-168.

2024. “*Nostalgia for Empire? José Ortega y Gasset, Memory, and ‘The Spanish Problem’*,” *The Political Science Reviewer* 48(2), 57-82.

2024. “*How a People Becomes a People: Memory and Identity in Jefferson’s Notes on the State of Virginia*,” *American Political Thought* 13(3), 371-394.

2024. “*Does Artificial Intelligence Speak Our Language?: A Gadamerian Assessment of Generative Language Models*,” *Political Research Quarterly* 77(3), 713-728.

2024. “*Thinking and Political Considerations: *Gnômê* in the Stoic Political Philosophy of Epictetus*,” *The Political Science Reviewer* 48(1), 87-112.

Book Reviews:

2024. *A Review of Catherine Craig’s Memory and Political Art in Plato’s Statesman*, Rowman and Littlefield.

2022. *A Review of Zenon Culverhouse’s Plato’s Hippias Minor: The Play of Ambiguity*, VoegelinView.

Selected Works in Progress:

(Book manuscript). *Between Empire and Exile: The Idea of the Nation in Twentieth-Century Spanish Political Thought*.

(Under review). “The Nation as a Shared Tomorrow: Ortega y Gasset and the Future of Liberal Nationalism.”

(*Under review*). “‘Everything Which Is Not Reserved Is Given’: James Wilson, Popular Sovereignty, and the Federalist Doctrine of Plenary State Legislative Power” (with Kirstin Anderson Birkhaug—Hope College)

(*Under review*). “No Progress for the Wretched: Pascal on the Problem of Modern Temporal Consciousness.”

(*Under review*). “Consider the Whale: Herman Melville on the Promise and Perils of Democratic Politics.”

(*In progress*). “‘An Enthusiasm for Liberty and for the Dignity of the Human Race’: Tocqueville’s Master and Servant Reconsidered.”

(*In progress*). “Artificial Reciprocity: The Democratic Language of A.I. and Its Effects on Human Sociality” (with Utkarsh Ojha—Carnegie Mellon University)

(*In progress*). “Madness as Method: Epistemic Dissent, Democratic Imagination, and the Legacy of Don Quixote” (with Aleisha LaChette—UW-Madison).

(*In progress*). “Civic Disengagement in Democracies: The Moral Psychology of Political Disaffection.”

TEACHING

University of Wisconsin-Madison

Instructor of Record

- Deception and Politics (Spring 2023, Fall 2023)
- Critical Thinking and Expression: Arguments in Political Rhetoric (Spring 2025, Fall 2022)
 - Honored Instructor Award from UW-Madison Housing, Fall 2022

Teaching Assistant

- Modern Political, Economic, and Social Thought II (Spring 2022)
- Introduction to Political Theory (Fall 2021)

SELECTED CONFERENCE PARTICIPATION

Paper presentation. “Miguel de Unamuno and Spain’s Crisis of Identity.” 74th Annual MPSA. April 6, 2024.

Paper presentation. “Tocqueville on Democratic Historical Consciousness.” 74th Annual MPSA. April 5, 2024.

Paper presentation. “Does A.I. Speak Our Language?: A Gadamerian Assessment of Generative Language Models.” APSA Virtual Research Meeting - Artificial Intelligence: Concerns for Politics and for the Profession. February 8, 2024.

Invited panel presentation. “Nostalgia for Empire?: Ortega y Gasset’s Use of Memory during Spain’s Crisis of Identity.” Traditions of Latin American Political Thought and Constitutionalism—a conference within a conference at SPSA, New Orleans, LA. January 13, 2024.

Paper presentation. “Disassembling Dogma: The Intellectual Virtue of *Gnomē* in Epictetus’ Stoic Philosophy.” SPSA Conference, St. Pete’s Beach, FL. January 13, 2023.

Paper presentation. “Does A.I. Speak Our Language?: A Gadamerian Approach to Generative Language Models.” NPSA Conference. Boston, MA. November 2, 2023.

Paper presentation. “Cicero’s History of Roman Legal Rights.” 2022 APSA Conference, Montreal (online). September 16, 2022.

SERVICE

Graduate Fellow, Center for the Study of Liberal Democracy 2021 - present

Assistant Editor, VoegelinView 2022 - 2023

Advisor, Tom Sawyer Society (ISI Chapter) 2022 - 2023

Peer Reviewer

Political Research Quarterly, Journal of Politics, The Political Science Reviewer

Discussant

- Annette Zimmermann (UW-Madison, Philosophy Department), Chapter 6 in *Democratizing AI Deployment*. UW-Madison Political Theory Workshop. March 7, 2025.
- Adriana Alfaro Altamirano (Instituto Tecnológico Autónomo de México), “The Varieties of Judicial Empathy.” UW-Madison Political Theory Workshop. October 20, 2023.
- John Boersma (UW-Madison), “Adam Smith’s Eulogy for Self-Command.” UW-Madison Political Theory Workshop. April 2023.
- Catherine Zuckert (University of Notre Dame), “Personal Integrity v. Political Efficacy: Montaigne’s Response to Machiavelli.” UW-Madison Political Theory Workshop. October 14, 2022.
- Alan Kahan (CU Boulder), “Liberalism - An Incomplete History.” UW-Madison Political Theory Workshop. October 2021.
- Michelle T. Clarke (Dartmouth), “Curing Virtue: Epicureanism and Erotic Fantasy in Machiavelli’s *Mandragola*.” UW-Madison Political Theory Workshop. April 30, 2021.

Undergraduate Student Mentor 2022, 2024 - 2025

FELLOWSHIPS & AWARDS

2025. Center for the Study of Liberal Democracy Summer Research Grant (\$7,000), UW-Madison.

2024. Mildred Potter Hovland Journal Article Prize for “Does Artificial Intelligence Speak Our Language?” (\$750), UW-Madison

2024. Humane Studies Fellowship (\$5,000), Institute for Humane Studies

2024. UW-Madison University Fellowship (\$25,000)

2023. George Washington Statesmanship Fellowship (\$5,000), ISI

2022-2023. Scott A. Harris Graduate Fellowship, UW-Madison

2021-2024. Bradley Foundation Fellowship (\$6,000 per year)

2021. UW Summer Funding Initiative Fellowship (\$1,000)

2020-2021. UW-Madison University Fellowship (\$22,000)

2018-2019. Röpke-Wojtyła Fellowship (\$2,000), The Catholic University of America

2019 - Phi Beta Kappa & Phi Kappa Phi

LANGUAGES

Spanish (advanced), **Ancient Greek** (intermediate), **Latin** (intermediate), **French** (basic)

REFERENCES

Richard Avramenko, Professor & Director of SCETL, Arizona State University,
avramenko@asu.edu

Daniel Kapust, Professor, Political Science & Classical and Ancient Near Eastern Studies, University of Wisconsin-Madison, dikapust@wisc.edu

Joshua Dienstag, Professor, Political Science, University of Wisconsin-Madison, jdienstag@wisc.edu

Michelle Schwarze, Professor, Political Science, University of Wisconsin-Madison,
mschwarze@wisc.edu

RESEARCH INTERESTS

History of Political Thought (Ancient & Modern); National Identity; Historical Consciousness; Liberalism/Illiberalism; American Political, Constitutional, and Civic Thought; A.I. & Democratic Theory

TEACHING INTERESTS

History of Political Thought (Ancient & Modern); American Political, Constitutional, and Civic Thought; Tocqueville; The Idea of the Nation; Politics and Literature; Political Rhetoric; Deception and Politics

Denise Mayo Harle**EDUCATION****Duke University School of Law**, J.D., *cum laude*, 2009

Duke Law Merit Scholarship

Executive Editor, Law & Contemporary Problems*Law Student Representative*, Duke University Academic Integrity Council*Law School Representative*, Duke Graduate & Professional Student Council*Research Assistant*, Professors Stuart Benjamin and Barak Richman**Stanford University**, M.A., Political Science, 2005 – PhD candidate (ABD)

Stanford Graduate Fellowship; satisfied PhD field requirements in American Politics, Political Organizations

Humanities & Science Representative, Stanford Graduate Student Council*Research Assistant*, Hoover Institution, Professors John F. Cogan, Terry Moe, David W. Brady**Florida State University**B.S., *summa cum laude*, Major in Interdisciplinary Social Science | Minor in Philosophy, 2002B.A., *summa cum laude*, Major in Psychology | Minor in Mathematics, 2002

Phi Beta Kappa; National Merit Scholar Fellowship; Mortar Board; Seminole Torchbearers Leadership Award

Vice-President, Golden Key International Honour Society*Student Member*, Dean's Task Force on Ethics**LEGAL EXPERIENCE****Shutts & Bowen LLP**, Tallahassee, FL*Partner, Appellate Practice Group and Constitutional Law Section*

November 2023 – July 2025

- Ultimate responsibility for case strategy, briefing, and oral argument in administrative and constitutional litigation

Alliance Defending Freedom, Lawrenceville, GA / Tallahassee, FL (remote)*Legal Counsel, Senior Counsel, and Director, Center for Life*

October 2017 – October 2023

- Led litigation team defending clients against government infringement on First Amendment rights of free speech, religious freedom, and conscience
- Defended legislation in state and federal courts nationwide against various constitutional claims
- Lead role in case strategy, briefing, oral argument, and public advocacy

Office of the Florida Attorney General, Tallahassee, FL

June 2015 – October 2017

Deputy Solicitor General

- Drafted appellate briefs and presented oral arguments on behalf in a variety of constitutional matters
- Lead role in case strategy, briefing, and argument in high-profile cases in state and federal trial and appellate courts

Greenberg Traurig, LLP, Los Angeles, CA

May 2011 – May 2015

Appellate / Litigation Associate

- Represented clients in state and federal matters including intellectual property, products liability, regulatory, false advertising, class actions, defamation, arbitration, fraud, and contract disputes
- Sole or lead associate on variety of high-stakes cases on appeal, on issues including constitutional questions and questions of statutory interpretation

- Substantial role in performing legal analysis and drafting persuasive appellate briefs

Supreme Court of Florida, Tallahassee, FL August 2009 – May 2011
Judicial Clerk for the Honorable Justice Ricky L. Polston

- Prepared cases in matters including constitutional challenges, policy-based appeals, and statutory interpretation
- Drafted case analyses, memoranda, recommendations, and judicial opinions for the Court

BAR ADMISSIONS

California	U.S. Court of Appeals for the 9th Circuit
Florida	U.S. Court of Appeals for the 11th Circuit
Georgia	U.S. District Court, M.D. Fla.
U.S. Supreme Court	U.S. District Court, N.D. Fla.
U.S. Court of Appeals for the 2nd Circuit	U.S. District Court, S.D. Fla.
U.S. Court of Appeals for the 3rd Circuit	U.S. District Court, C.D. Cal.
U.S. Court of Appeals for the 5th Circuit	U.S. District Court, N.D. Cal.
U.S. Court of Appeals for the 7th Circuit	U.S. District Court, S.D. Cal.

TEACHING EXPERIENCE

Concordia University, St. Paul, MN 2022–present
Dissertation Faculty

- Advise as dissertation committee member for doctoral students assimilating research on a variety of subjects involving policy, sociology, technology, education, and health sciences.
- Provide critical feedback on writing technique and research methodology.

Duke University School of Law, Durham, NC 2007–2008
Teaching Assistant
 Legal Analysis, Research, and Writing

Stanford University, Palo Alto, CA 2003–2005
Teaching Assistant
 Introduction to American National Government and Politics
 Politics and Public Policy
 Justice
 Political Power and American Cities
 Campaigns, Voting, Media, & Elections

SELECT SPEECHES AND PROFESSIONAL PRESENTATIONS

Florida Federalist Society Young Lawyers Conference, Tampa, FL, *Breaking Bad Precedent: Strategies for Litigating to Overturn Flawed Rulings*, July 2025

Florida State University Institute for Governance & Civics, Tallahassee, FL, *Religious Liberty at the U.S.*

Supreme Court, April 2025

Florida State University Law, The Federalist Society, *Text, History, Tradition, and Constitutional Limits of the Second Amendment*, March 2025

Tallahassee Lawyers Chapter of the Federalist Society, Tallahassee, FL, *Florida Supreme Court Round-Up*, September 2024

Puerto Rico Lawyers Chapter of the Federalist Society, San Juan, P.R., *U.S. Supreme Court Trends and Updates on Religious Freedom*, September 2024

Pontifical Catholic University School of Law, Ponce, P.R., *Recent Developments in Free Exercise and Establishment Clause Jurisprudence*, September 2024

Gadsden County Civic Education Townhall, Quincy, FL, *Legal and Policy Breakdown of Constitutional Amendments on 2024 Florida Ballot*, September 2024

Florida Federalist Society Young Lawyers Conference, Coral Gables, FL, *Florida Supreme Court Round-Up*, July 2024

Liberty University Law School, The Federalist Society, Lynchburg, VA, *The First Amendment and the Commercial Speech Doctrine*, March 2024

PBS NewsHour, remote, *The abortion legal landscape a year after overturn of Roe v. Wade*, June 2023

Texas Review of Law & Politics Symposium, Austin, TX, *Legal Questions After Dobbs*, February 2023

Orange County Federalist Society Lawyers Chapter, Irvine, CA, *Breaking Down the Supreme Court's Dobbs Decision*, October 2022

University of Florida Law, The Federalist Society, Gainesville, FL, *The 14th Amendment After Dobbs*, October 2022

University of Toledo Law, The Federalist Society, Toledo, OH, *After Dobbs: The Future of Abortion Law in America*, September 2022

Ohio Northern University Law, The Federalist Society, Ada, OH, *Overturning Roe: Dobbs and the Future of Abortion*, September 2022

University of Virginia Law, The Federalist Society, remote, *Unpacking Dobbs v. Jackson Women's Health Organization*, July 2022

Senate Judiciary Committee, Washington, D.C., *A Post-Roe America: the Legal Consequences of the Dobbs Decision*, July 2022

Heritage Foundation, Washington, D.C., *Life After Roe Symposium*, July 2022

Americans for Fair Treatment, remote, *Implications of the SCOTUS Leak*, May 2022

Duquesne Law, The Federalist Society, Pittsburgh, PA, *Supreme Court Predictions: Dobbs, Fundamental Rights*,

and the Fourteenth Amendment, February 2022

Florida State University College of Medicine, Medical Students for Life, remote, *Health Care Conscience Rights*, February 2022

Florida Faith-Based and Community-Based Advisory Council Quarterly Meeting, Tallahassee, FL, *Impact of the U.S. Supreme Court on Florida's Laws*

Annual Florida Chapters Conference, The Federalist Society, Orlando, FL, *Dobbs and the Future of Abortion Law*, February 2022

Georgetown Law, The Federalist Society, remote, *Oral Argument Analysis and the Supreme Court's Dobbs Dilemma Over Stare Decisis*, December 2021

Villanova Law, The Federalist Society, Philadelphia, PA, *Stare Decisis and Substantive Due Process on the Docket*, October 2021

Oklahoma City University Law, The Federalist Society, Oklahoma City, OK, *Current Constitutional Disputes in State and Federal Abortion Law*, September 2021

University of Mississippi Law, The Federalist Society, Oxford, MS, *Mississippi Constitutional Blockbuster at the U.S. Supreme Court*, September 2021

Heartbeat International Annual Conference, Columbus, OH, *Speech Regulations and the First Amendment After NFLA v. Becerra*, April 2021

Indiana University Students for Life, remote, *Breaking Down the Supreme Court's Decision in June Medical Services v. Russo*, October 2020

Georgia State Law, The Federalist Society, remote, *Higher Education: the Free Exchange of Approved Ideas?*, October 2020

Center for Bioethics & Human Dignity, remote, *Medical Conscience Rights and the First Amendment*, April 2020

The Federalist Society, remote, *Courthouse Steps Preview: June Medical Services v. Russo*, March 2020

NPR, remote, *Should Transgender Students Be Allowed To Compete In Women's Athletics?*, March 2020

Louisiana Association of Christian Lawyers, Lafayette, LA, *Current Legal Threats to Religious Liberty*, November 2019

National Institute of Family & Life Advocates Medical & Legal Summit, Virginia Beach, VA, *Medical Conscience Rights in Constitutional and Statutory Law*, May 2019

Florida State University College of Medicine, Medical Students for Life, Tallahassee, FL, *Legal Protections for Health Care Conscience Rights*, March 2019

University of Georgia Law, The Federalist Society, Athens, GA, *Medical Conscience Rights, Exemptions and the First Amendment*, March 2019

Louisiana Association of Christian Lawyers, Lafayette, LA, *U.S. Supreme Court Update on Compelled Speech and Religious Freedom*, November 2018

Wake Forest Law, Journal of Law & Public Policy Symposium, Winston Salem, NC, *Health Care Conscience Rights and Constitutional Conflicts*, October 2018

The Claremont Institute, remote, *Political Gerrymandering and Compelled Speech on the Docket*, April 2018

C-SPAN, Washington, D.C., *California's Reproductive FACT Act at the U.S. Supreme Court*, March 2018

SELECT PUBLICATIONS

Legal Considerations (book chapter), Christina Beaudoin, Professional Developments in Exercise Science, (Routledge 2026)

“The People and Their Elected Lawmakers”: An Update on Democracy and Federalism in Post-Dobbs America, 27 Tex. Rev. L. & Pol. 649 (2023)

Abortion Laws in Oklahoma Subject of Fractured Decision at State Supreme Court, The FedSoc Blog, June 2023

Guilford County decides to respect the First Amendment, Greensboro News & Record, Feb. 2022

Virginia’s Withdrawal from ERA Ratification Lawsuit Benefits Women, Townhall, Feb. 2022

Virginia Values Act tramples freedom, *Richmond Times-Dispatch*, Oct. 2020

Supreme Court Should Rule for the FDA In COVID-19 Abortion Suit, The Daily Wire, Sept. 2020

NIFLA Decision Affirms First Amendment’s Purpose: Protect Minority Viewpoints, Jurist, July 2020

La. Abortion Law At Issue In High Court Case Protects Women, Law360, Mar. 2020

A long-awaited opportunity to close the loophole on third-party standing, SCOTUSblog, Jan. 2020

New York’s latest bid to bully the religious, New York Post, Nov. 2019

7 Year Curriculum Vitae

Norton, Douglas Alan

October 04, 2024

General Information

Professional Preparation (Highest Degree Only)

2016 Ph.D., Florida State University, Tallahassee, FL. Major: Economics.

Professional Experience

2023–present Director, Philosophy, Politics, and Economics, Florida State University.

2020–present Teaching Faculty I, Economics, Florida State University.

2018–2020 Postdoctoral Scholar, Hilton Center, Florida State University.

2017 Senior Economist, MobLab.

Honors, Awards, and Prizes

Outstanding Teaching in the Major, Florida State University (2023).

Teaching

Courses Taught

Introduction to Philosophy, Politics, and Economics (IDS2118)
Honors in the Major Research (ECO4934)
Intermediate Microeconomic Theory (ECO3101)
Introduction to Econometrics (ECO4421)
Economics of State and Local Government (ECO4554)
Special Topics in Economics (ECO3933)
Economics of Health (ECP4530)
Religious Pluralism & Pub Ed (ECO4905)

New Course Development

Introduction to Philosophy, Politics, and Economics (2023)

Economics of the Family and Religion (2021)

Bachelor's Committee Chair

Combs, C. J., graduate. (2024). *The Effect of Mandatory Lost and Stolen Firearms Report Laws*.
 Miller, K. H., graduate. (2023). *Direct Primary Care in the Southeast United States*. Retrieved from <https://diginole.lib.fsu.edu/islandora/object/fsu:854932>

Research and Original Creative Work

Publications

Refereed Journal Articles

Boosey, L., Isaac, R. M., Norton, D. A., & Stinn, J. (2020). "Cooperation, Contributor Types, and Control Questions". *Journal of Behavioral and Experimental Economics*, 85. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S2214804319300783?via%3Dihub> doi:<https://doi.org/10.1016/j.soec.2019.101489>

Gibson, J., Norton, D. A., & White, R. A. (2019). "The Backward Hustle: An Experimental Investigation of Tax Code Notches and Labor Supply". *Journal of Economic Behavior & Organization*, 166, 432-445. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0167268119302318> doi:<https://doi.org/10.1016/j.jebo.2019.07.011>

Isaac, R. M., Norton, D. A., & Pevnitskaya, S. (2018). "A New Experimental Mechanism to Investigate Polarized Demands for Public Goods". *Experimental Economics*, 22, 585-609. Retrieved from <https://link.springer.com/article/10.1007/s10683-018-9593-0>

Invited Book Chapters

Gunnthorsdottir, A., & Norton, D. A. (2018). The role of culture in experimental economics. In Anna Gunnthorsdottir, & Douglas A. Norton (Eds.), *Research in Experimental Economics Volume 20: Experimental Economics and Culture*. Bingley, UK: Emerald Press.

Refereed Book Chapters

Norton, D. A. (2018). "A note on qualitative methods in experimental economics". In Anna Gunnthorsdottir, & Douglas A. Norton (Eds.), *Research in Experimental Economics Volume 20: Experimental Economics and Culture*. Bingley, UK: Emerald Press. Retrieved from <https://www.amazon.com/Experimental-Economics-Culture-Research->

[Book-ebook/dp/B07GDHJVTC](https://www.amazon.com/dp/B07GDHJVTC)

Contracts and Grants

Contracts and Grants Funded

Norton, D. A., & Gibson, J. (Feb 2020–2025). *Understanding the Relationship between Notches, Poverty, and the Importance of Dynamic Decision Making*. Funded by Charles Koch Foundation. Total award \$56,000.

Norton, D. A., & White, R. (Dec 2014–2019). *What Creates Poverty Traps? How Can We Escape Them?: An Experimental Analysis*. Funded by Charles Koch Foundation. Total award \$4,500.

Isaac, R. M., Norton, D. A., & Pevnitskaya, S. (Dec 2008–2019). *Political and Economic Institutions Regarding the Siting of Energy Facilities*. Funded by Institute for Energy Systems, Economics, and Sustainability. Total award \$115,556.

Service

Florida State University

FSU University Service

Liberal Studies Curriculum Reviewer, Liberal Studies Curriculum Committee (2021–present).

FSU Institute or Center Service

Assistant Director, Hilton Center (2020–present).

The Profession

Series Editor for Books

Research in Experimental Economics (2010–present).

Guest Reviewer for Refereed Journals

Contemporary Economic Policy (2023–present).

Review of Economics Education (2023–present).

Journal of Economic Psychology (2021–present).

Journal of Urban Economics (2019–present).

Public Finance Review (2019–present).

Faith and Economics (2016–present).

Experimental Economics (2015–present).

Public Choice (2014–present).

Southern Economic Journal (2014–present).

Journal of Economic Behavior and Organization (2012–present).

The Community

Faculty Advisor, Philosophy, Politics, and Economics at Florida State University (2023–present).

Faculty Advisor, College Republicans at FSU (2021–present).

Consultation

General Education Core Courses Faculty Discipline Committee. (2023).

Seminars

Norton, D. A. (2023). *PPE Seminar*. Philosophy, Politics, and Economics.

Norton, D. A. (2021). *Economics Education Seminar; Founder and Organizer*.

Norton, D. A. (2021–2023). *Professors and Practitioners Seminar, Founder and Organizer*.

7 Year Curriculum Vitae

Viola Simone May

Last Revised: July 26, 2025

General Information

University address: Counselor Education
Educational Psychology and Learning Systems
Anne Spencer Daves College of Education, Health, and Human Sciences
Stone Building
Florida State University
Tallahassee 32304-FL

E-mail address: vmay@fsu.edu

Web site: <https://education.fsu.edu/faculty-and-staff/dr-simone-may>

Professional Preparation (Highest Degree Only)

2017 Ph.D., Auburn University. Major: Counselor Education and Supervision.

May, V. S. (2017). *Job Satisfaction and Work-life Balance among Racial Minority Faculty*. Unpublished doctoral dissertation, Auburn University.

Professional Credential(s)

2024–present Licensed Mental Health Counselor #23226.

2014–present National Certified Counselor.

Professional Experience

2024–present Associate Teaching Professor, Educational Psychology & Learning Systems, Florida State University. Responsible for teaching and clinical coordination (90% of AOR).

Honors, Awards, and Prizes

CEHHS Graduate Teaching Award Nomination, CEHHS Faculty Advisory Board (FAB) (2024).

Innovation in Teaching Award Nomination, The University Teaching and Advising Awards Committee (2024).

University Excellence in Teaching Award Nomination, Office of the Provost and Executive Vice President for Academic Affairs (2020).

Fellowship(s)

Postdoctoral Teaching Fellowship (2017–2018).

Current Membership in Professional Organizations

American Association for Multicultural Counseling & Development (AMCD)

American Counseling Association (ACA)

American Mental Health Counselors Association

Association for Counselor Education and Supervision (ACES)

Chi Sigma Iota International Honor Society

Florida Counseling Association

Florida Mental Health Counselors Association

Southern Association for Counselor Education and Supervision (SACES)

Teaching

Courses Taught

Adult Development and Psychopathology (CLP6169)

Family Therapy (MHS5435)

Internship (SDS5820)

Practicum in Counseling and Rehabilitation (MHS5801)

Trauma & Crisis Intervention (MHS6466)

Substance Abuse and Addictions Counseling (MHS6450)

Human Sexuality (SOW5153)

Psychosocial and Multicultural Aspects of Counseling (MHS5060)

Clinical Practice

Morse Therapy Group, Tallahassee, FL; provide individual and group therapy for adults (18+) seeking to process and effectively manage depression, anxiety, trauma and stress related issues, and inter- and intrapersonal conflicts (2024)

Supervision of Clinical Practice

Serve as the Clinical Coordinator & Faculty Supervisor for the Clinical Mental Health Counseling students (20+ students annually). Supervise student clinical practice experience, facilitate group supervision class, conduct site visits, establish community partnerships, mediate site/supervisor and student issues, and collaborate with CE faculty to promote student success while upholding CACREP and program standards (2024)

New Course Development

Ethical, Legal and Professional Issues in Counseling (2023)
Advanced Clinical Practice (DIS) (2020)

Research and Original Creative Work

Publications

Refereed Journal Articles

Appling, B., Tuttle, M., & May, V. S. (2019). The experiences of school counselors who collaborate with clinical mental health counselors. *Professional School Counseling*, 23(1), 1-10. doi:[10.1177/2156759X19882660](https://doi.org/10.1177/2156759X19882660)

Refereed Book Chapters

May, V. S., Fucillo, S., & Murphy, P. (2025). Validating student identities through culturally responsive curriculum. In Rick Rantz, & LeeAnne McNulty (Eds.), *Culturally Responsive Curriculum in Higher Education*. IGI Global Scientific Publishing.

Yoon, E., Morgan, M., & May, V. S. (2022). Preparing LGBTQ+ students for postsecondary transitions through career development. In Erik M. Hines, & Laura Owen (Eds.), *Equity-Based Career Development and Postsecondary Transitions: An American Imperative*. Information Age Publishing, Inc. Retrieved from <https://www.infoagepub.com/products/Equity-Based-Career-Development-and-Postsecondary-Transitions>

May, V., & Fucillo, S. (2018). Trauma sensitive interventions for children and adolescents. In Chandler Cox, & Jennifer Jordan (Eds.), *Clinical Interventions for Counseling Children and Adolescents: A Toolbox for School-Based Therapist & School Counselors*. Columbia, SC: CreateSpace Independent Publishing.

Presentations

Invited Presentations at Conferences

Tuttle, M., Appling, B., & May, S. (presented 2020). *School counselor collaboration with clinical mental health counselors: Experiences, practices, and implications*. Presentation at California Association of School Counselors (CASC) Conference, California Association of School Counselors, Virtual. (State)

Refereed Presentations at Conferences

May, V. S., & Fucillo, S. (presented 2024, March). *The missing link: Substance use intervention for youth offenders*. Presentation at National Youth Advocacy and Resilience, Georgia Southern University Continuing & Professional Education, Savannah, GA. (National)

Murphy, P., & May, V. S. (presented 2023). *Race-based trauma: Its relevance and prevalence in counselor education*. Presentation at Association for Counselor Education and Supervision, Association for Counselor Education and Supervision, Denver, CO. (National)

Fucillo, S., Murphy, P., & May, V. S. (presented 2023). *There are levels to this: Developing and managing an intercollegiate research team in Counselor Education programs*. Presentation at Association for Counselor Education and Supervision, Association for Counselor Education and Supervision, Denver, CO. (National)

Murphy, P., Fucillo, S., & May, S. (presented 2020, July). *Building and maintaining an effective intercollegiate research team*. Presentation at Southern Association for Counselor Education and Supervision, Southern Association for Counselor Education and Supervision. (National)

Fucillo, S., & May, V. (presented 2020, April). *Words that heal: Exploring race-based trauma treatment training methods*. Presentation at American Counseling Association, The American Counseling Association, Virtual. (National)

Carney, J., May, V. S., Veal, K., & Powers, D. (presented 2020, February). *Mentoring beginning faculty and doctoral students in academia: Building supports and strategies*. Presentation at Eastern Educational Research Association, Eastern Educational Research Association, Orlando, FL. (Regional)

Fucillo, S., & May, V. (presented 2018, November). *The missing link: A 15-year content analysis exploring race-based trauma among juvenile delinquents*. Poster presentation at American Counseling Association, International Association of Addictions and Offender Counselors, New Orleans, LA. (National)

Refereed Presentations at Symposia

Morse, T., & May, V. S. (presented 2024, May). Group Therapy Can Save the World: How You Can Help. In Taylor Thompson, PhD (Chair), *Florida Psychological Association*. Presentation at the meeting of Florida Psychological Association, Tallahassee, FL. (State)

Invited Workshops

Fucillo, S., Murphy, P., May, S., & Coyt, H. (2020, July). *Research Team Collaboration with Doctoral and Masters' Students [Webinar]*. Workshop delivered at Southern Association for Counselor Education and Supervision. (Regional) Retrieved from <http://saces.wildapricot.org/news/9070734>

Nonrefereed Workshops

May, V. (2019, June). *Creating Professional Posters and Manuscripts*. Workshop delivered at Counseling Student Research Organization, Tallahassee, FL. (Local)

Contracts and Grants

Contracts and Grants Funded

May, V. S. (Jan 2024–Dec 2024). *That's Genius! Using Simulations to Enhance Counseling Students' Clinical Skills*. Funded by Student Technology Fee Advisory Committee. Total award \$29,500.

Contracts and Grants Denied

Fucillo, S., & May, V. (Aug 2019). *Words that Heal: Exploring Race-based Trauma Training and Treatment Methods*. Submitted to SACES. Unspecified award amount.

Service

Florida State University

FSU University Service

Panelist, FSU Office of Faculty Development and Advancement (2022).

FSU College Service

Program Representative, Harold F. Cottingham Colloquium (2023).

College Marshal, Commencement Spring 2023 (2023).

College Marshal, Commencement Fall 2022 (2022).

FSU Department Service

Committee Member, EPLS Faculty Search Committee (2024–present).

Committee Member / Reviewer, EPLS Curriculum Review Committee (2024–present).

Committee Member / Reviewer, EPLS Annual Evaluation Review Committee (2024–present).

Member, Scholarship Committee (2021–2023).

Panelist, Specialized Faculty Mentoring Session (2023).

Member, Faculty Search Committee (2022).

Member, Foundation Committee (2019–2020).

Member, Faculty Search Committee (2019).

FSU Program Service

Faculty Advisor, Lambda Sigma Mu (2021–present).

NBCC Campus Coordinator, National Board of Certified Counselors (NBCC) (2019–present).

CACREP Liaison, Program Accreditation (2022–2023).

Faculty Advisor, Counseling Student Research Association (CSRA) (2018–2020).

The Profession

Editorial Board Membership(s)

Journal of Intercultural Disciplines (2018–2019).

Guest Reviewer for Refereed Journals

Eurasian Journal of Educational Research (2020).

Professional School Counseling (2019).

Reviewer for Textbooks

Psychology of Black Womanhood in the U.S (2023).

Service to Professional Associations

Guest Speaker, Mental Health in Healthcare, National Society of Black Women in Medicine (FSU Chapter) (2024).

Proposal Reviewer, Florida Counseling Association Conference (2023).

Proposal Reviewer, 3rd Annual FL CSI Florida Statewide Conference, Chi Sigma Iota (CSI) (2022).

Co-chair, International Association of Addictions and Offender Counselors (2020–2021).

The Community

Member, Minority Mental Health Taskforce, Minority Mental Health Taskforce (2023–present).

Director, Guntersville 3-on-3 Basketball Tournament (2015–present).

Volunteer, Holiday Distribution (Monticello), Second Harvest of the Big Bend (2024).

Volunteer, Lott's Community Garden, Second Harvest of the Big Bend (2024).

Podcast Guest, Podcast, Conversations with Nicole (CWN) (2023).

Exhibitor, Black Cheer and Dance Competition, Dynamic Xplosion Cheer, Inc (2023).

Guest Speaker, PULSE Student Academy (2023).

Guest Speaker, Speak Up, Reach Out Program, Jack and Jill of America Inc (2022).

Volunteer, Envision No Hunger Telethon, Second Harvest of the Big Bend & WTXL (2020).

Volunteer, Community Thanksgiving Dinner, Project Annie, Inc (2019).

Volunteer, North Florida Boys Town, Serve Tallahassee (2019).

7 Year Curriculum Vitae
Michael Ralph Hammock
Last Revised: February 10, 2025

General Information

University address: Economics
COLLEGE OF SOCIAL SCIENCES AND PUBLIC POLICY
Bellamy Building 0285
Florida State University
Tallahassee, Florida 32306-2180

E-mail address: mhammock@fsu.edu

Professional Preparation (Highest Degree Only)

2010 PhD, Emory University. Major: Economics.

Professional Experience

2021–present Teaching Faculty II, ECONOMICS, Florida State University.

2016–2021 Teaching Faculty I, ECONOMICS, Florida State University.

Honors, Awards, and Prizes

University Teaching Award for Foundational Course Excellence, Florida State University (2022).
(\$2,000).

Current Membership in Professional Organizations

American Economic Association

Teaching

Courses Taught

Principles of Microeconomics (ECO2023)
Economics and the Law (ECP3451)

Principles of Macroeconomics (ECO2013)
Economics Internship (ECO4941)
Debating Economic Issues (ECO3004)

Bachelor's Committee Member

Bogle, S., student. *How Zimbabwean Women Craft Legislation on Women's Issues.*
Whitney, S. J., student. *SB1070 and Racial Profiling.*

Service**Florida State University****FSU Department Service**

Administrative Director, Economics Undergraduate Program (2017–present).

Member, Undergraduate Studies Committee (2017–present).

Advisor, The Economics Club at FSU (2016–present).

Committee member, Policy Committee (2024–2025).

Committee member, Policy Committee (2022–2023).

Committee Member, Annual Evaluation Committee (2021–2022).

Author and Organizer, Revision of Teaching Faculty Promotion Guidelines (2021–2022).

7 Year Curriculum Vitae

Simona Andrei

February 16, 2025

General Information

University address: Economics
Bellamy Building, 113 Collegiate Loop
Florida State University
Tallahassee 32304-FL

E-mail address: sandrei@fsu.edu

Professional Preparation (Highest Degree Only)

2009 Ph.D., University of Maryland, College Park. Major: Economics. Supervisor: Roger Betancourt.

Simona Andrei. (2009). *To Lohn or Not to Lohn--a Puzzle in Subcontracting Arrangements: Theory and Evidence*. Unpublished doctoral dissertation, University of Maryland, College Park.

Nondegree Education and Training

2025 NABE Economic Policy Conference, attendee.

2024 AEA Conference on Teaching and Research in Economic Education (CTREE), attendee.

2023 AEA Conference on Teaching and Research in Economic Education (CTREE), attendee.

Professional Experience

2022–present Assistant Teaching Professor, Department of Economics, Florida State University.

2019–2022 Adjunct Faculty, Department of Economics, Florida State University.

2019–2021 Vice President, Economists Incorporated.

2017–2019 Senior Managing Consultant, Berkeley Research Group LLC.

Current Membership in Professional Organizations

American Economic Association
National Association for Business Economics

Teaching

Courses Taught

Financial Markets, the Banking System, and Monetary Policy (ECO3223)
Applied Microeconomics II (ECO5117)
Labor Economics (ECP3203)
SAS for Economists (ECO5417)
Business Organization and Market Structure (ECP3403)

New Course Development

Programming for Economists (2025)
Special Topics: Python for Economists (2025)

Bachelor's Committee Member

Kukanza, A. M., student. *The Intertemporal Effects of Peer-to-Peer Reimbursement on Fairness and Ownership.*

Service

Florida State University

FSU College Service

Member, Specialized Faculty Committee (2024–present).

Member, Review Committee, Dunaway Family Economics Excellence Scholarships (2024).

FSU Department Service

Assistant Director, Master's in Applied Economics Program (2022–present).

Faculty Advisor, National Association for Business Economics FSU Chapter (2021–present).

7 Year Curriculum Vitae

Shawn Kantor

July 20, 2025

General Information

University address: Economics
College of Social Sciences & Public Policy
Bellamy Building 150D
Florida State University
Tallahassee, Florida 32306-2180

E-mail address: skantor@fsu.edu

Professional Preparation (Highest Degree Only)

1991 PhD, California Institute of Technology. Major: Social Science. Economics.

Professional Experience

2015–present Director, L. Charles Hilton Jr. Center for the Study of Economics Prosperity and Individual Opportunity, Florida State University.

2015–present L. Charles Hilton Jr. Distinguished Professor, Economics, Florida State University.

1997–present Research Associate, Development of the American Economy, National Bureau of Economic Research.

Current Membership in Professional Organizations

American Economic Association

Teaching

Courses Taught

Economic Development: Theory and Problems (ECS5015)
Government Regulation of Business (ECP4413)
Quant Workshop (ECO6938)

Honors Work (ECO4934)
 Directed Individual Study (ECO5906)
 Free to Choose (ECO3130)
 Principles of Macroeconomics (ECO2013)
 Social Control of Business (ECP5415)

Doctoral Committee Chair

Goldstein, E., graduate. (2022). *Essays in Child Welfare and Long-Run Economic Well-Being*. Retrieved from http://purl.flvc.org/fsu/fd/2022_Goldstein_fsu_0071E_17000

Baron, E. J., graduate. (2020). *Essays in Public Finance and the Economics of Education: Evidence from Wisconsin*. Retrieved from http://purl.flvc.org/fsu/fd/2020_Spring_Baron_fsu_0071E_15764

Wallace, C. T., graduate. (2020). *Essays in Public Economics*. Retrieved from http://purl.flvc.org/fsu/fd/2020_Spring_Wallace_fsu_0071E_15771

Chiu, K., graduate. (2019). *"Impacts of Health Care Capital Controls on Health Outcomes and Regional Competition"*. Retrieved from http://purl.flvc.org/fsu/fd/2019_Summer_Chiu_fsu_0071E_15397

Trost, B. A., graduate. (2019). *"Essays in Applied Microeconomics: Topics in Urban and Education Economics"*. Retrieved from http://purl.flvc.org/fsu/fd/2019_Spring_Trost_fsu_0071E_15123

McCloy, S. A., doctoral candidate.

Doctoral Committee Cochair

Pawlowski, S. A., graduate. (2023).

Rooney, T., graduate. (2022). *Essays in Development Economics*. Retrieved from http://purl.flvc.org/fsu/fd/2022_Summer_Rooney_fsu_0071E_17300

Landgraf, S. W., graduate. (2018). *"Three Essays on Competition in Regional Oligopoly"*. Retrieved from http://purl.flvc.org/fsu/fd/2018_Su_Landgraf_fsu_0071E_14719

Doctoral Committee Member

Park, P., graduate. (2025).

Hess, K., graduate. (2022). *Three Essays on Business-State Relations in Authoritarian Regimes*. Retrieved from http://purl.flvc.org/fsu/fd/Hess_fsu_0071E_17313

Maillet, A., graduate. (2022). *Essays on Policy and Women's Health*. Retrieved from http://purl.flvc.org/fsu/fd/2022_Maillet_fsu_0071E_16996

MacDonald, D., graduate. (2020). *Income Inequality and Mass Support for Redistribution*. Retrieved from http://purl.flvc.org/fsu/fd/2020_Spring_Macdonald_fsu_0071E_15804

Bailey, J., doctoral candidate.

Bachelor's Committee Chair

Fitzgerald, J., graduate. (2020). *"Breaking the Rainbow Ceiling: LGBT+ Employment Discrimination Litigation and Labor Impacts"*.

Research and Original Creative Work**Program of Research and/or Focus of Original Creative Work**

Economics of innovation; regional/urban economics; U.S. economic history; political economy; and public economics.

Publications**Refereed Journal Articles**

Kantor, S., Kitchens, C., & Pawlowski, S. (2020). "Civil Asset Forfeiture, Crime, and Police Incentives: Evidence from the Comprehensive Crime Control Act of 1984". *Economic Inquiry*, 59, 217-242. doi:<https://doi.org/10.1111/ecin.12952>

Kantor, S., & Whalley, A. (2019). "Research Proximity and Productivity: Long-Term Evidence from Agriculture". *Journal of Political Economy*, 127, 819-854. doi:<http://dx.doi.org/10.1086/701035>

Edited Books

Kantor, S., & Kitchens, C. T. (Eds.). (2025). *Research in Economic History, volume 38*. Emerald Publishing.

Invited Book Chapters

Baron, E. J., Kantor, S., & Whalley, A. (2018). "Extending the Reach of Research Universities: A Proposal for Productivity Growth in Lagging Communities". In Jay Shambaugh, & Ryan Nunn (Eds.), *Place-Based Policies for Shared Economic Growth* (pp. 157-184). Washington, DC: Brookings Institution.

Presentations**Invited Papers at Conferences**

Kantor, S. (presented 2024, September). *"Moonshot: Public R&D and Economic Growth"*. Paper presented at Symposium on the Macroeconomics of Space, National Aeronautics and Space Administration (NASA), Office of Technology, Policy, and Strategy, Washington, DC. (National)

Kantor, S. (presented 2024, April). *"The Economic Legacy of the Space Race in the United States"*. Paper presented at The Business of Space Conference: Economics, Commerce, and Sustainability of New Space, University of Alabama, Huntsville, Huntsville, AL. (International)

Kantor, S. (presented 2023, April). *"Outside Options, Wages, and Innovation: Evidence from Draft Dodging"*. Paper presented at Caltech Conference in Honor of Philip T. Hoffman, California Institute of Technology, Pasadena, CA. (International)

Kantor, S. (presented 2019, September). *"Space Race: Automation Innovation and Labor's Share"*. Paper presented at the meeting of Economic History Association, Atlanta, GA. (International)

Kantor, S. (presented 2018, October). *"Space Race Technology and the Impact on Jobs in U.S. Cities"*. Paper presented at the meeting of Urban Economics Association, New York, NY. (International)

Kantor, S. (presented 2018, September). *"The Role of Education in Strengthening Regions"*. Paper presented at Forum on "Place-Based Policies for Shared Economic Growth", Brookings Institution, Washington, DC. (National)

Invited Keynote and Plenary Presentations at Conferences

Kantor, S. (presented 2022, October). *"The Geography of Knowledge Spillovers and Economic Growth"*. Keynote presentation at Florida Workshop in Applied and Theoretical Economics, University of South Florida, Tampa, FL. (State)

Invited Presentations at Conferences

Kantor, S. (presented 2022, July). *Comments on "From Public Labs to Private Firms: Magnitude and Channels of R&D Spillovers" by Antonin Bergeaud, Arthur Guillouzouic, Emeric Henry, and Clement Malgouyres*. Presentation at Science of Science Funding Summer Institute, National Bureau of Economic Research, Cambridge, MA. (International)

Invited Workshops

Kantor, S. (2023, May). *"Outside Options, Wages, and Innovation: Evidence from Draft Dodging"*. Workshop delivered at Harvard Business School, Entrepreneurial Management Unit, Cambridge, MA. (Local)

Kantor, S. (2022, October). *"Place Based Policies and Innovation"*. Workshop delivered at National Bureau of Economic Research & National Science Foundation Workshop on Regional Innovation Engines, Arlington, VA. (National)

Kantor, S. (2019, April). *"Space Race: Automation Innovation and Labor's Share"*. Workshop delivered at Dept of Economics, University of Colorado, Boulder, Boulder, CO. (Local)

Kantor, S. (2019, March). *"Space Race: Automation Innovation and Labor's Share"*. Workshop delivered at National Bureau of Economic Research, Cambridge, MA. (Local)

Digital Projects

Nonrefereed Digital Projects

Fishback, P. V., & Kantor, S. (Author). (2018). *New Deal Studies* [Digital Collection]. Inter-university Consortium of Political and Social Research. Retrieved from <http://doi.org/10.3886/E101199V1>

Fishback, P. V., & Kantor, S. (Author). (2018). *Origins of Workers' Compensation* [Digital Collection]. Inter-university Consortium of Political and Social Research. Retrieved from <http://doi.org/10.3886/E107361V1>

Contracts and Grants

Contracts and Grants Funded

Kantor, Shawn (PI). (Apr 2016–Feb 2024). *L. Charles Hilton Jr. Center for Study of Economic Prosperity & Individual Opportunity*. Funded by Charles Koch Foundation. (F08246). Total award \$2,540,200.

Postdoctoral Supervision

Norton, D. A. (Jan 2018–May 2020).

Additional Research or Original Creative Work Not Reported Elsewhere

Kantor, S., Novaes de Amorim, Arthur, & Whalley, A. (2024). *"Researchers, Ideas, and*

Economic Growth: Evidence from Vietnam War Draft Avoidance" (submitted to the Quarterly Journal of Economics).

Dittmann, A., Goldstein, E., Kantor, S., & Whalley, A. (2024). *"Social Class Backgrounds and Labor Market Outcomes of American Scientists in the 1960s" (work in progress).*

Cockriel, W., Kantor, S., & Whalley, A. (2024). *"The Cultural Foundations of Innovative Productivity" (work in progress).*

Service

Florida State University

FSU University Service

Member, Ad hoc Committee to Review Tenure-upon-Appointment Process (2024).

Member, University Promotion & Tenure Committee (2023–2024).

Member, University Promotion & Tenure Committee (2017–2018).

FSU College Service

Member, College Executive Committee (2016–present).

Member, College Promotion and Tenure Committee (2023–2025).

Member, College Strategic Directions Committee (2018–2019).

Member, College Promotion and Tenure Committee (2016–2018).

FSU Department Service

Chair, Annual Evaluation Committee (2024–2025).

Member, Department & Center for Demography and Population Health Faculty Search Committee (2024–2025).

Chair, Department & Institute for Governance and Civics Faculty Search Committee (2024–2025).

Member, Graduate Committee (2023–2025).

Co-Chair, Department Faculty Search Committee (2023–2024).

Member, Annual Evaluation Committee (2022–2023).

Chair, Department Faculty Search Committee (2022–2023).

Member, Department Faculty Search Committee (2019–2020).

Member, Department Executive Committee (2015–2018).

FSU Institute or Center Service

Director, L. Charles Hilton Jr. Center for the Study of Economic Prosperity and Individual Opportunity (2015–present).

The Profession

Editor for Refereed Journals

Co-editor, *Research in Economic History* (2021–present).

Editorial Board Membership(s)

Journal of Economic Perspectives (2021–2023).

Guest Reviewer for Refereed Journals

Journal of Development Economics (Jul 2025).

Economic Journal (Nov 2024).

Review of Economic Studies (Nov 2024).

Journal of Development Economics (Oct 2024).

Journal of Political Economy (Aug 2024).

Proceedings of the National Academy of Sciences (Mar 2024).

Review of Economics & Statistics (Mar 2024).

Journal of Political Economy (Sep 2023).

Journal of Urban Economics (Apr 2023).

Journal of Political Economy (Feb 2023).

Quarterly Journal of Economics (Jun 2022).

University of Chicago Press, Markets and Governments in Economic History series (Jun 2022).

Economics Letters (Mar 2022).

Review of Economics and Statistics (Mar 2022).

Qualitative Criminology (Feb 2022).

Reviewer for Textbooks

The Oxford Handbook on the "New" Space Economy (2024).

Reviewer or Panelist for Grant Applications

Canada Social Science and Humanities Research Council (2025).

National Science Foundation, EPSCoR Research Fellows Program (2022).

National Science Foundation, Economics (2022).

National Science Foundation, Graduate Research Fellowship Program Review Panel (2019–2021).

National Science Foundation, Economics Program Review Panel (2018–2020).

Service to Professional Associations

Committee member, Review of the Small Business Innovation Research and Small Business Technology Transfer Programs at NASA, National Academies of Sciences, Engineering, and Medicine (2023–present).

Research Mentor, Serve as a research mentor to two CBE Research Fellows, Center for Black Entrepreneurship (CBE) (2025).

Paper Selection Committee and Local Arrangements Committee, Cliometrics Society (2018).

Nominating Committee Member, Economic History Association (2018).

Service to Other Universities

Promotion to Full Professor Review, *University at Albany, SUNY* (2025).

Promotion to Full Professor Review, *Auburn University* (2024).

Academic Program Review of the Department of Economics, *Auburn University* (2022).

Tenure Review, *University of Colorado, Boulder* (2020).

The Community

Ad hoc presenter, Gave a lecture on personal finance to new permanent U.S. government employees that focused on retirement saving, Sawtooth Interagency Hotshot Crew, U.S. Forest Service (2023).

Consultation

Hourigan, Kluger & Quinn. Expert for the plaintiff in a legal case related to the defendant's status as an independent contractor or employee (2025–present).

Durio, McGoffin, Stagg & Guidry. Served as an expert for the plaintiffs in a set of legal cases alleging violations of the Fair Labor Standards Act (2022–2023).

7 Year Curriculum Vitae

Martin T Kavka

April 11, 2025

General Information

University address: Religion
College of Arts and Sciences
Dodd Hall 0115
Florida State University
Tallahassee, Florida 32306-1520
Phone: 850-559-4412

E-mail address: mkavka@fsu.edu

Web site: <http://religion.fsu.edu/person/martin-kavka>

Professional Preparation (Highest Degree Only)

2000 Ph.D., Rice University, Houston TX. Major: Religion. Supervisor: Edith Wyschogrod.

Martin Kavka. (2000). *Being and Nonbeing: The Appropriation of the Greek Concept of "to mē on" in Jewish Thought*. Unpublished doctoral dissertation, Rice University, Houston TX.

Professional Experience

2015–present Professor, Florida State University.

2015–present Director, Program in Interdisciplinary Humanities, Florida State University.

Honors, Awards, and Prizes

Nominee, FSU Distinguished Teaching Professor (2022).

Current Membership in Professional Organizations

American Academy of Religion
Association for Jewish Studies

Levinas Research Seminar
Society for Continental Philosophy in a Jewish Context
Society for Jewish Ethics
Society for Phenomenology and Existential Philosophy

Teaching

Courses Taught

Responses to the Holocaust (IDS3197)
Phenomenology (RLG5906)
Departmental Colloquium (RLG5921)
Directed Individual Study (REL4905)
Jewish Ethics (REL3623)
Readings for Examination (RLG6904)
What Is Religion? What Is Religious Studies? (REL4044)
Professional Development (RLG5937)
Honors Work (REL4932)
Jewish Ethics (REL3171)
Critics of Religion (REL3431)
Introduction to World Religions (REL1300)
The Jewish Tradition (REL3607)
Seminar: Introduction to the Study of Religion (RLG5035)
American Judaism (REL4304)
Exodus (REL4290)
Kant and Hegel (RLG5906)

Doctoral Committee Chair

Carpenter, J., graduate. (2024).
Gordon, R., doctoral candidate.
Livingston, W. R., doctoral candidate.
Lovestone, L. R., doctoral candidate.

Doctoral Committee Member

Greene, T. H., graduate. (2023).
Waters, J. W., graduate. (2023).
Carrico, T. J., graduate. (2022).
Harry, R. E., graduate. (2022).
Cole, J. E., graduate. (2021).
Arredondo, L. G., graduate. (2020).

Aldridge, C. J., doctoral candidate.
Davis, S. M., doctoral candidate.
Woodward, T. L., doctoral candidate.

Doctoral Committee University Representative

Dupree, M. L., graduate. (2024).
Cooper, G. D., graduate. (2023).
Killeen, D. C., graduate. (2023).
Wild, J. R., graduate. (2023).
Grinbergs, I., graduate. (2023).
Christman, A. P., graduate. (2023).
Bierson, M. T., graduate. (2022).
Banini, J. S., graduate. (2022).
Reed, T., graduate. (2022).
Rutledge, K. E., graduate. (2021).
Caruso, F. A., graduate. (2021).
Linge, Z. A., graduate. (2021).
Carter, M. L., graduate. (2020).
Ringleb, J., graduate. (2020).
Butler, L. F., graduate. (2019).
Jones, E., doctoral candidate.
Liu, Q., doctoral candidate.
Smith, Z. S., doctoral candidate.
Summers, M., doctoral candidate.

Master's Committee Chair

Boucher, S. L., graduate. (2024).

Master's Committee Member

Walker, B. Z., graduate. (2024).
McLoughlin, S., graduate. (2023).
Herbst, Z. P., graduate. (2021).
Lootens, K. L., graduate. (2018).

Bachelor's Committee Chair

Sharff, J., graduate. (2019). *Finding Authentic Jewish Foremothers*.

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

I study the philosophical defense of various theological positions found in Jewish thinkers, primarily those who wrote from the eighteenth century to the present.

Publications

Invited Journal Articles

Kavka, M. T. (2023). Fearful and Faint-Hearted: On Affect and the Just War Tradition. *Journal of Religious Ethics*, 51.2, 262-79.

Kavka, M. T. (2021). Can Political Action Be Redemptive? *Political Theology*, 22(8), 738-43.

Kavka, M. T. (2020). What Makes A Classic?: On Mara Benjamin's *_The Obligated Self_*. *Journal of Jewish Ethics*, 6(2), 267-81.

Kavka, M. (2019). Annulling Theocentrism. *Bamidbar*, 4.2, 83-96.

Kavka, M. (2018). The Unevenness of Political Theology. *Political Theology*, 19.8, 698-703.

Refereed Journal Articles

Kavka, M. (2024). Rosenzweig's Account of *_Bildung_*. *Rosenzweig Jahrbuch*, 10, 47-67.

Kavka, M. T. (2021). Judaism and Christianity in Jewish Ethics of the 1950s. *Journal of Jewish Ethics*, 7(1), 63-81.

Kavka, M. (2020). A Mystic Approach To History: The Negative Political Theology of Jacob Taubes. *Modern Theology*, 36.1, 13-28.

Kavka, M. T. (2020). Enemies, For My Sake. *Journal of Religious Ethics*, 48.2, 308-15.

Kavka, M. (2020). For It Is God's Way To Sweeten Bitter With Bitter: Prayer in Levinas and R. Hayyim of Volozhin. *Levinas Studies*, 13, 43-67.

Kavka, M. (2018). Is Critique Jewish? *Jewish Quarterly Review*, 108.2, 253-67.

Kavka, M. (2018). What Does A Prophet Know? *Journal of Religious Ethics*, 46.1, 181-89.

Edited Books

Kavka, M. T., Levy, L., & Dailey, A. C. (Eds.). (2023). *Unsettling Jewish Knowledge: Text, Contingency, Desire*. Philadelphia: University of Pennsylvania Press.

Invited Book Chapters

Kavka, M. T. (2024). Elliot Wolfson's Philosophical Theology: A Hypothesis. In Glenn Dynner, Susannah Heschel, & Shaul Magid (Eds.), *New Paths in Jewish and Religious Studies: Essays in Honor of Professor Elliot R. Wolfson* (pp. 17-30). West Lafayette, IN: Purdue University Press.

Kavka, M. (2024). From Prison To Home. In Paul E. Nahme, & Yaniv Feller (Eds.), *Covenantal Thinking: Essays on the Philosophy and Theology off David Novak* (pp. 15–26). Toronto: University of Toronto Press.

Kavka, M. T. (2024). In The Best Scenario... In R. McCutcheon (Ed.), *Religion Studies Beyond the Discipline: On The Future of a Humanities Ph.D* (pp. 76–82). London: Equinox.

Kavka, M. (2020). A Political Theology of Tzimtzum. In A. Bielik-Robson, & D. Weiss (Eds.), *Tzimtzum and Modernity* (pp. 262–82). Berlin: de Gruyter.

Kavka, M. (2019). Inauthentic Theology and Phenomenological Method. In M. Burch, J. Marsh, & I. McMullin (Eds.), *Normativity, Meaning, and the Promise of Phenomenology* (pp. 80–98). New York: Routledge.

Kavka, M. (2019). Levinas's Accounts of Messianism. In M. Morgan (Ed.), *The Oxford Handbook to Emmanuel Levinas* (pp. 361–81). Oxford: Oxford University Press. Retrieved from <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190455934.001.0001/oxfordhb-9780190455934-e-11>

Kavka, M. (2018). Rational Neopragmatist Rabbis. In A. Hughes, & H. Tirosh-Samuelson (Eds.), *The Future of Jewish Philosophy* (pp. 151–69). Leiden: Brill.

Refereed Book Chapters

Kavka, M. T. (2021). Let's Talk About Reading: A Reply to Ann Taves. In A. W. Hughes, & R. T. McCutcheon (Eds.), *What Is Religion?: Debating The Academic Study of Religion* (pp. 243–53). Oxford: Oxford University Press.

Kavka, M. T. (2021). On Truth and Lie in a Religious-Studies Sense: A Response to Kurtis Schaeffer. In A. W. Hughes, & R. T. McCutcheon (Eds.), *What Is Religion?: Debating*

The Academic Study of Religion (pp. 58–63). Oxford: Oxford University Press.

Kavka, M. T. (2021). Strategies of Jewish Hegelianism: Emil Fackenheim and Samuel Hirsch. In K.H. Green, & M. Yaffe (Eds.), *Emil Fackenheim's Jewish Thought: Tracing Its Philosophical Genealogy* (pp. 148–66). Toronto: University of Toronto Press.

Kavka, M. T. (2021). The "Religion Is..." Statements. In A. W. Hughes, & R. T. McCutcheon (Eds.), *What Is Religion?* (pp. 7–8, 49). Oxford: Oxford University Press.

Invited Encyclopedia Entries

Kavka, M. T. (2024). Modern Judaism: Omniscience, Omnipresence, Omnipotence. In Constance M. Furey, Peter Gemeinhardt, Joel Marcus LeMon, Thomas Römer, Jens Schröter, Barry Dov Walfish, & Eric Ziolkowski (Eds.), *Encyclopedia of the Bible and Its Reception* (Vol. 22, p. 278–80). Berlin: de Gruyter.

Kavka, M. T. (2021). Jewish Philosophy. In S. Goetz, & C. Taliaferro (Eds.), *Encyclopedia of Philosophy of Religion* (p. 3:1309–18). Hoboken, NJ: Wiley.

Invited Reviews

Kavka, M. T. (2025). Let Me Tell All The Things I Hate. In *Loving Our Own Bones*. Syndicate (an online journal). Retrieved from <http://syndicate.network/symposia/theology/loving-our-own-bones>

Kavka, M. T. (2023). Book Talk: Charles Lesch, *Solidarity in a Secular Age: From Political Theology to Jewish Theology*. *Interdisciplinary Journal of Research On Religion*, 19.3, NA. Retrieved from <https://www.religjournal.com/pdf/ijrr19004.pdf>

Kavka, M. T. (2022). Review of Clemence Boulouque, *Another Modernity*. *AJS Review*, 46:1, 191–93.

Kavka, M. T. (2021). Review of Daniel M. Herskowitz, *Heidegger and His Jewish Reception*. *Journal of the American Academy of Religion*, 89(4), 1498–1500.

Kavka, M. T. (2021). Review of Paul Mendes-Flohr, *Martin Buber: A Life of Faith and Dissent*. *AJS Review*, 45(1), 205–07.

Kavka, M. T. (2020). Review of K. Healan Gaston's *Imagining Judeo-Christian America*. *H-Judaic*. Retrieved from <https://www.hnet.org/reviews/showpdf.php?id=54822>

Kavka, M. (2019). Review of Elliot Wolfson, *The Duplicity of Heidegger's Shadow*. *H-Judaic*, 3. Retrieved from <http://www.h-net.org/reviews/showrev.php?id=53307>

Kavka, M. (2019). Review of Molly Farneth's *_Hegel's Social Ethics_*. *Modern Theology*, 35.4, 808–09.

Kavka, M. T. (2019). The Ego's Good. *Journal of Scriptural Reasoning*, 18.1. Retrieved from <https://jsr.shanti.virginia.edu/back-issues/7127670-2/the-egos-good>

Kavka, M. (2018). Gershom Scholem: When The Mythmaker Becomes The Myth. *Tikkun*. Retrieved from <https://www.tikkun.org/nextgen/gershom-scholem-when-the-mythmaker-becomes-the-myth2018>

Kavka, M. (2018). Review of Nancy Levene's *_Powers of Distinction_*. *Journal of the American Academy of Religion*.

Kavka, M. (2018). Review of S. Slabodsky, *_Decolonial Judaism_*. *Journal of Jewish Ethics*, 4.1, 98–100.

Invited Newsletter Articles

Kavka, M. (2018). Twelve Theses on the Patriarchy Issue. *AJS Perspectives*, 2.

Presentations

Invited Papers at Conferences

Kavka, M. T. (presented 2023, October). *Rosenstock's Humanism and Jewish-Christian Difference*. Paper presented at Transfinite Life: A Symposium in Honor of Bruce Rosenstock, University of Illinois, Urbana IL. (International)

Kavka, M. T. (presented 2023, May). *Anarchic Profanation: Hermann Cohen's Messianic Action*. Paper presented at Spiritual Investment in the World, University of Nottingham, Nottingham UK. (International)

Kavka, M. T. (presented 2022, December). *Elliot Wolfson's Philosophical Theology: A Hypothesis*. Paper presented at Annual Meeting, Association for Jewish Studies, Boston MA. (International)

Kavka, M. T. (presented 2022, November). *Paper on Furey/Hammerschlag/Hollywood, Devotions*. Paper presented at Annual Meeting, American Academy of Religion. (National)

Kavka, M. T. (presented 2022, November). *Respondent, "American Jewish Thought at Midcentury"*. Paper presented at Annual Meeting, American Academy of Religion.

(National)

Kavka, M. T. (presented 2022, June). *Spinoza's Christian Enemies*. Paper presented at Political Theology in Jewish and Christian Contexts, Katholische Akademie Berlin. (International)

Kavka, M. T. (presented 2022, June). *The Problem of Ideal Theory: Levinas and Rawls on Race*. Paper presented at Levinas and the Real, University of Flensburg. (International)

Kavka, M. T. (presented 2022, May). *The Meaning of History According to the Covenant*. Paper presented at The Covenant: Biblical, Historical, and Theological Perspectives, University of Geneva, Virtual. (International)

Kavka, M. T. (presented 2022, January). *Panelist on roundtable on Miguel Vatter, _Living Letters of the Law_*. Paper presented at Roundtable on Vatter, _Living Letters of the Law_, Katz Center for Advanced Judaic Studies/Universidad Adolfo Ibañez, Virtual. (International)

Kavka, M. T. (presented 2021, June). *Can Political Action Be Redemptive?* Paper presented at Rosenzweig and the Contemporary Moment, University of Denver/University of Colorado Boulder, virtual. (International)

Invited Papers at Symposia

Kavka, M. T. (presented 2024, September). Spinoza's Christian Enemies. In Eva Mroczek (Chair), *Jewish Thought in the Face of Disasters*. Symposium conducted at the meeting of Dalhousie University, Halifax, NS. (International)

Kavka, M. T. (presented 2024, May). The Mezuzah Outside My Office. In Ken Koltun-Fromm (Chair), *Uneasy Objects*. Symposium conducted at the meeting of Haverford College, Haverford, PA. (National)

Refereed Papers at Conferences

Kavka, M. T. (presented 2022, January). *Fearful and Faint-Hearted: On Affect and the Just-War Tradition*. Paper presented at Society of Jewish Ethics annual meeting, Society of Jewish Ethics, virtual. (International)

Kavka, M. T. (presented 2021, November). *Panelist, roundtable on Alda Balthrop-Lewis's _Thoreau's Religion_*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, San Antonio, TX. (National)

Kavka, M. T. (presented 2021, November). *Panelist, roundtable on Laura Levitt's _The Objects That Remain_*. Paper presented at American Academy of Religion annual meeting,

American Academy of Religion, San Antonio, TX. (National)

Kavka, M. T. (presented 2019, November). *Panelist, roundtable on Christopher Driscoll and Monica Miller's Method as Identity*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, San Diego CA. (National)

Kavka, M. T. (presented 2019, November). *Panelist, roundtable on the relationship between Jewish studies and religious studies*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, San Diego CA. (National)

Kavka, M. (presented 2018, November). *Affirmation, Resentment: On David Kangas's Errant Affirmations*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, Denver CO. (International)

Kavka, M. (presented 2018, November). *Panelist, roundtable on Daniel Boyarin's Judaism: The Genealogy of a Modern Notion*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, Denver CO. (International)

Kavka, M. (presented 2018, November). *Panelist, roundtable on Jason A. Springs's Healthy Conflict in Contemporary American Society*. Paper presented at American Academy of Religion annual meeting, American Academy of Religion, Denver CO. (International)

Invited Workshops

Kavka, M. T. (2024, November). *Making Jewish Heritage in the Present: A Tribute to Dr. Chava Weissler, Lehigh University, Emerita*. Workshop delivered at Lehigh University, Bethlehem, PA. (National)

Kavka, M. (2018, October). *Princeton University Jewish Philosophy Workshop*. Workshop delivered at Princeton University, Princeton NJ. (National)

Invited Lectures and Readings of Original Work

Kavka, M. T. (2022, January). *Panelist, roundtable on Miguel Vatter's Living Law: Jewish Political Theology from Hermann Cohen to Hannah Arendt*. Delivered at Katz Center for Advanced Judaic Studies/Universidad Adolfo Ibañez, virtual. (International)

Kavka, M. T. (2021, October). *Identity Politics and Suffering: Post-Holocaust Judaism and the Contemporary Moment*. Delivered at College of William & Mary, Williamsburg, VA. (Local)

Kavka, M. T. (2019, October). *What Skills Does The Study of Jewish Philosophy Provide?* Delivered at University of Pittsburgh, Pittsburgh, PA. (Local)

Kavka, M. (2018, November). *Fackenheim's Arguments for the 614th Commandment*. Delivered at University of Toronto, Toronto ON. (Local)

Kavka, M. (2018, April). *Five Theses on Jewish & Christian Messianism*. Delivered at University of Denver, Denver, CO. (Local)

blog post

Kavka, M. T. (2025). *Mentoring (Grad Students)*. Religion Toolbox.

Blog posts

Kavka, M. T. (2020). *Epistemology of the Close, Epistemology of the Far*. Contending Modernities.

blog posts

Kavka, M. T. (2020). *Contributor to "Pandemic and Plague"*. Blog of Jewish Quarterly Review.

Service

Florida State University

FSU University Service

Chair, GPC review committee, Dept of Modern Languages & Linguistics (2020).

Chair, GPC review committee, Dept of Modern Languages & Linguistics (2020).

Member, GPC program-review subcommittee, Industrial and Manufacturing Engineering (2019).

FSU College Service

Director, Program in Interdisciplinary Humanities (2016–present).

FSU Department Service

Chair, Department of Religion (2021–present).

Chair, Ad Hoc Antiracism Committee (2020–2021).

Member, Promotion & Tenure Committee (2018–2021).

Chair, Postdoctoral Fellow Search Committee (2021).

Member, Undergraduate Committee (2000–2020).

Assistant, Department Chair (2004–2019).

Chair, Website Committee (2016–2018).

The Profession

Editor for Refereed Journals

Book Discussion Co-Editor, *Journal of Religious Ethics* (2021–present).

Journal of Religious Ethics (2011–2021).

Editorial Board Membership(s)

Jewish Quarterly Review (2023–present).

Journal of Jewish Ethics (2014–present).

Journal of Jewish Thought and Philosophy (2010–2021).

Guest Reviewer for Refereed Journals

Political Theology (2019–24).

Jewish Quarterly Review (2010–24).

Association of Jewish Studies Review (2019–23).

Journal of Religious Ethics (2001–23).

Journal of Jewish Thought & Philosophy (2011–22).

Journal of the American Academy of Religion (2008–21).

Shofar (2007–21).

American Jewish History (2020).

Journal of Jewish Ethics (2020).

Open Theology (2020).

Religion & American Culture (2017–19).

Journal of Religion (2005–18).

Reviewer for Textbooks

University of Chicago Press (2006–2023).

Indiana University Press (2009–2022).

Springer (2021).

Bloomsbury Publishers (2017–2021).

Oxford University Press (2008–2021).

Fortress Press (2020).

Princeton University Press (2020).

Brill (2011–2020).

Fordham University Press (2010–2020).

Academic Studies Press (2019).

Cambridge University Press (2006–2018).

Reviewer or Panelist for Grant Applications

Henry Luce Foundation (2017–2021).

Service to Professional Associations

Member, Board of Directors, Association for Jewish Studies (2018–2021).

Member, Status of LGBTIQ Persons in the Profession Committee, American Academy of Religion (2018–2019).

Consultation

Unnamed Institution. Tenure review (2022–present).

Unnamed Institution. Tenure review (2022–present).

Unnamed Institution. Tenure/promotion review (2024).

McMaster University. External reviewer for Department of Religion (2023).

Unnamed Institution. Tenure/promotion review (2022).

Unnamed Institution. Tenure/promotion review (2022).

Unnamed institution. Tenure/promotion review (2021).

Unnamed Institution. Tenure/promotion review (2021).

Unnamed Institution. Tenure/promotion review (2021).

Unnamed Institution. Tenure/promotion review (2020).

University of Toronto. External Examiner, dissertation (2019).

Unnamed Institution. tenure/promotion review (2018).

Unnamed institution. tenure/promotion review (2018).

Additional Service Not Reported Elsewhere

Kavka, M. T. (2021). *Treasurer*. Religious Ethics, Inc.

John E. Cole
4148 Rampart Drive
Tallahassee, FL 32317
Email: jecole@fsu.edu

FORMAL EDUCATION

Ph.D., Florida State University, Religion, 2021

Honors: Excellence in Teaching, 2019-20
Bristol Fellowship, 2018-21

Dissertation: “Narratives of Resistance in the Pastorates of Henry Highland Garnet and Christian Führer: a Comparative Religious Inquiry”

D.Min., Columbia Theological Seminary, 2005

Dissertation: “Narrative and the Proclamation of a Wilderness Church”

M.Div., Columbia Theological Seminary, 1998

Honors: Wilds Book Prize
Virginia Harrison Award
Columbia Scholarship

J.D., Florida State University, 1993.

Honors: Order of the Coif.
High Honors.
Journal of Land Use and Environmental Law.

M.A., University of Virginia (Modern European history), 1988.

Thesis: “Ignaz von Döllinger, Otto von Bismarck and Papal Infallibility”

B.A., Rhodes College, 1986

Honors: John Henry Davis Award
Cum laude.

CONTINUING EDUCATION/PUBLICATIONS

“Last Dance: Clarence Thomas, Substantive Due Process, and the Radbruch Formula,” *Oxford Connections*, Gender Justice Issue, Oxford University Press, March 2026.

“Reform or Revolution? Protest Narratives of Henry Highland Garnet and Christian Führer,” *Journal of Religious Ethics*, May 2026.

Resistance! The Abolitionist Narrative of Henry Highland Garnet, Book Proposal currently with Bloomsbury Press.

Coordinator, William R. Jones Archive Symposium, January 2023.

Moderator, Religion and Law Roundtable, FSU Graduate Student Symposium, February 2022. Moderator, “A Pedagogy for Existence: Religion, Oppression, and Well-Being in the Work of William R. Jones (1933-2012),” Plenary Roundtable, AAR-Southeast Annual Conference, Tallahassee, FL, March 2021.

Hosanna Preaching Seminar, sponsored by Israel/Palestine Mission Network of PCUSA, Fall 2015. Awarded second prize for sermon preached on January 17, 2016.

Two Essays for *Feasting on the Gospels: A Feasting on the Word Commentary, Mark, Volume 2*, Cynthia A. Jarvis and Elizabeth Johnson, eds.

Three Essays for *Feasting on the Word: Preaching the Revised Common Lectionary, Year A, Volume 4*, David L. Bartlett and Barbara Brown Taylor, eds.

Interim Ministry Training: Week One, Austin Theological Seminary, March 2011; Week Two at Union Theological Seminary (Richmond, VA), November 2011.

Visiting Scholar, Columbia Theological Seminary, April-May 2010. Completed book manuscript entitled, *Lest We Forget: the Power of Story for Congregations*.

Guthrie Scholar, Fall 2009, Columbia Theological Seminary.

Pastor-Theologian Program, Center of Theological Inquiry, Princeton, NJ, 2004-2007.

CONFERENCE PRESENTATIONS

“Last Dance: Clarence Thomas, Substantive Due Process, and the Radbruch Formula,”
Political Theology Network Conference, Nashville, TN, October 2025

“Resistance! Protest Narratives of Violence and Non-Violence”
AAR Annual Conference, San Diego, CA, November 2024

“Christoph Wonneberger and the Leipzig Protests: A Comparative Narrative Inquiry,”
AAR-Southeast Annual Conference, Tallahassee, FL, March 2021.

“Frederick Douglass, Henry Highland Garnet, and the Struggle for Black Space in

American Jurisprudence,” Fordham University Conference, “Vengeance is Mine”: Christianity, Violence, and Peace, New York, April 2020

“Reclaiming and Articulating Jewish Narratives for Post-Holocaust Judaism”
SECSR Annual Conference, Athens, GA, February 2020

WORK EXPERIENCE

Teaching Faculty, Florida State University, Department of Religion, 2022-present

Courses, *Multicultural Dimensions of Film and 20th Century Culture*

Religious Ethics and Moral Problems

*Religion and Law**

*Gender, Law, and Religion**

*Race, Law, and Religion**

*Human Rights Law and Literature**

*Disability Law and Ethics**

*Law and Film**

*Holocaust and the Memory of Evil**

***Created and Designed these courses**

Provost's Award for Outstanding Teaching in Major, Florida State University, March 2024

Intern/Research Assistant, Archive of William R. Jones, Florida State University, February 2021-present.

Instructor, Florida State University, 2018-present.

Multicultural Dimensions of Film and 20th Century Culture, 2018

Religious Ethics and Moral Problems, 2019-20

Religion and Law, 2021

Holocaust and the Memory of Evil, 2021

Pastor, Presbyterian Church (USA), March 1998-present (ordained in Charlotte Presbytery)

Attorney, Cobb, Cole & Bell, Daytona Beach, FL, June 1993-June 1995 (FL Bar, 1993-present)

7 Year Curriculum Vitae

Michael Joseph Bukoski

July 30, 2024

General Information

University address: Philosophy
College of Arts and Sciences
Dodd Hall 0151
Florida State University
Tallahassee, Florida 32306-1500

E-mail address: mbukoski@fsu.edu

Web site: michaelbukoski.com

Professional Preparation (Highest Degree Only)

2016 Ph.D., University of Arizona, Tucson, AZ. Major: Philosophy. Supervisor: Connie Rosati, Mark Timmons.

Professional Experience

2018–present Assistant Professor, Philosophy, Florida State University.

2017–2018 Postdoctoral Scholar, Philosophy, Florida State University.

Teaching

Courses Taught

Ethical Theory (PHI3670)
Ethics (PHI6607)
Directed Individual Study (PHI5908)
Seminar for Majors (PHI4938)
Ethical Issues and Life Choices (PHI2630)
Directed Individual Study (PHI4905)
Proseminar in Value Theory (PHI6935)
Ethics: Ignor., Uncert., & Rsk (PHI5934)
Introduction to Political Philosophy (PHM2300)
Honors Work (PHI4912)

Introduction to Philosophy (PHI2010)

Doctoral Committee Member

Christmann, J. A., graduate. (2022).
Cannon, N. D., doctoral candidate.
Kennelly, N., doctoral candidate.
Koval, J. R., doctoral candidate.
Jernberg, M. A., doctoral candidate.
Masotti, J. V., doctoral student.

Master's Committee Member

Karabiyik, C., graduate. (2024).
Kost, B., graduate. (2024).
Masotti, J. V., graduate. (2024).
Gershon, M. E., graduate. (2019).
Kaufman, M. L., graduate. (2019).
Nims, D. M., student.

Research and Original Creative Work

Publications

Refereed Journal Articles

Bukoski, M. (2021). Expressivism, Moral Fallibility, and the Approved Change Strategy. *The Journal of Ethics*, 26(1), 115-129. doi:[10.1007/s10892-021-09377-z](https://doi.org/10.1007/s10892-021-09377-z)

Bukoski, M. (2021). Moral Uncertainty and Distributive Sufficiency. *Ethical Theory and Moral Practice*. doi:[10.1007/s10677-021-10236-x](https://doi.org/10.1007/s10677-021-10236-x)

Bukoski, M. (2018). Korsgaard's Arguments for the Value of Humanity. *The Philosophical Review*, 127(2), 197-224. doi:[10.1215/00318108-4326604](https://doi.org/10.1215/00318108-4326604)

Bukoski, M. (2017). Self-validation and internalism in Velleman's constitutivism. *Philosophical Studies*, 174(11), 2667-2686. doi:[10.1007/s11098-016-0804-2](https://doi.org/10.1007/s11098-016-0804-2)

Refereed Book Chapters

Bukoski, M. (2023). A Contractualist Approach to Moral Uncertainty. In Mark Timmons (Ed.),

Oxford Studies in Normative Ethics, Volume 13 (pp. 126-148). New York: Oxford University Press.

Invited Reviews

Bukoski, M. (2019). Colin Marshall, *Compassionate Moral Realism* (Oxford: Oxford University Press, 2018), pp. ix - 265. *Utilitas*, 31(03), 350-353. doi:[10.1017/s0953820819000207](https://doi.org/10.1017/s0953820819000207)

Presentations

Invited Papers at Conferences

Bukoski, M. (presented 2021, February). *Constitutivism and Normativity*. Paper presented at Central Division Meeting, American Philosophical Association. (National)

Refereed Papers at Conferences

Bukoski, M. (presented 2024, August). *Objective Consequentialism and Obscure Actions*. Paper presented at Seventeenth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder. (National)

Bukoski, M. (presented 2022, January). *A Contractualist Approach to Moral Uncertainty*. Paper presented at Arizona Workshop in Normative Ethics, University of Arizona. (National)

Bukoski, M. (presented 2021, August). *A Kantian Duty of Moral Caution*. Paper presented at Fourteenth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder. (National)

Bukoski, M. (presented 2021, April). *A Contractualist Approach to Moral Uncertainty*. Paper presented at Pacific Division Meeting, American Philosophical Association. (National)

Bukoski, M. (presented 2019, August). *Expressivism and 'I Might Be Right'*. Paper presented at Twelfth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder. (National)

Bukoski, M. (presented 2018, February). *Moral Uncertainty and Moral Demandingness*. Paper presented at Central Division Meeting, American Philosophical Association. (National)

Bukoski, M. (presented 2017, August). *Moral Uncertainty, Demandingness, and Duties to Aid*. Paper presented at Tenth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder. (National)

Invited Presentations at Conferences

Bukoski, M. (presented 2023, August). *Comments on Brian Berkey, "When is it Permissible to Impose and Offset Risks? A Response to Barry and Cullity."*. Presentation at Sixteenth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder, Boulder, Colorado. (National)

Bukoski, M. (presented 2018, August). *Comments on Anne Jeffrey, "Moral Reasons Hylomorphism: How to Get Metaphysical About Moral Reasons Without Losing Your Mind Dependence."*. Presentation at Eleventh Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder, Boulder, Colorado. (National)

Refereed Presentations at Conferences

Bukoski, M. (presented 2023, August). *A Defense of 'Local' Approaches to Dealing with Moral Uncertainty*. Poster presentation at Sixteenth Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder, Boulder, Colorado. (National)

Bukoski, M. (presented 2022, December). *A Defense of 'Local' Approaches to Dealing with Moral Uncertainty*. Presentation at Uncertain Oughts Workshop, University of Helsinki, Helsinki, Finland. (International)

Bukoski, M. (presented 2018, August). *Moral Uncertainty and Intertheoretic Moral Value Comparisons*. Poster presentation at Eleventh Annual Rocky Mountain Ethics Congress, University of Colorado--Boulder, Boulder, Colorado. (National)

Invited Lectures and Readings of Original Work

Bukoski, M. (2019, November). *Avoiding the Regress Problem for Moral Uncertainty Principles*. Delivered at University of Florida, Gainesville, Florida. (Local)

Service

Florida State University

FSU University Service

Course Reviewer for "Ethics" Designation, Liberal Studies (now CoreFSU) (2020–present).

Faculty Senator, Faculty Senate (2020–2024).

Faculty Senator Alternate, Faculty Senate (2019–2020).

FSU Department Service

Teaching Mentor for Post-Doctoral Fellow, Teaching Mentor (2024–present).

Organizer, Intra-departmental Lunchtime Talk Series (2020–present).

Manager, Department Website and Calendar (2019–2024).

The Profession

Guest Reviewer for Refereed Journals

Social Theory and Practice (2016–24).

Analysis (2023).

Philosophy (2023).

Journal of Ethics and Social Philosophy (2022–23).

Philosophy and Phenomenological Research (2021–23).

Acta Analytica (2022).

Journal of the American Philosophical Association (2022).

Philosophers' Imprint (2022).

Ergo (2021–22).

Australasian Journal of Philosophy (2017–22).

Canadian Journal of Philosophy (2021).

Philosophy, Politics, and Economics (2021).

Ethical Theory and Moral Practice (2019–21).

Journal of Value Inquiry (2018–21).

Philosophical Quarterly (2016–20).

Philosophical Studies (2016–20).

Philosophy Compass (2019).

Journal of Philosophical Research (2015–19).

Journal of Moral Philosophy (2017).

Social Philosophy and Policy (2017).

7 Year Curriculum Vitae

Joseph P Calhoun

Last Revised: November 11, 2024

General Information

University address: Economics
College of Social Sciences and Public Policy
250 South Woodward Avenue
Florida State University
Tallahassee, Florida 32306-2180
Phone: 850/644-7723

E-mail address: jcalhoun@fsu.edu

Professional Preparation (Highest Degree Only)

2003 Ph. D., University of Georgia. Major: Economics.

Nondegree Education and Training

2021–present Certified Educator in Personal Finance.

Professional Experience

2023–present Advisor, Economic Fundamentals Initiative. Design and lead teacher training programs in Czechia, Armenia, Georgia, and Azerbaijan.

2017–present Teaching Faculty III, Economics, Florida State University.

2016–present Director, Gus A. Stavros Center for Economic Education, Florida State University, Tallahassee, FL.

2024 Judge, International Economics Olympiad. In Ancient Olympia, Greece, grade written and oral questions by students from 17 countries.

2021–2024 Chair, Department of Economics, Florida State University.

2020–2021 Interim Chair, Department of Economics, Florida State University.

Honors, Awards, and Prizes

Undergraduate Teaching Award, Florida State University (2022).
Undergraduate Teaching Award, College of Social Sciences and Public Policy, Florida State University (2021).

Current Membership in Professional Organizations

Association of Private Enterprise Education
Higher Education Financial Wellness Alliance

Teaching

Courses Taught

Introduction to Economics (ECO 2000)
Personal Finance (ECO 3041)
Principles of Macroeconomics (ECO 2013)
Principles of Microeconomics (ECO 2023)
Growth of the American Economy (ECO 3622)
Free to Choose (ECO 3130)
Debating Economic Issues (ECO 3004)

Curriculum Development

Activities, assignments, videos, and test bank questions for ECO 3041 Personal Finance (2017)

Honors Theses

Dominique Hoffman. (2020). *The Jewish Civilization Samuel P. Huntington Forgot About.*

Jack Fitzgerald. (2020). *Breaking the Rainbow Ceiling.*

Omar Pimentel. (2019). *End of Year Spending: The Use-It or Lose-It Dilemma.*

Nicholas Pierce. (2018). *An Analysis of the Works Progress Administration in Florida.*

International Programs at FSU

Calhoun, J. (2019). *Taught ECO 2013 and 2023.* International Programs at FSU.

Research and Original Creative Work

Publications

Nonrefereed Books

Calhoun, J., Gwartney, J. D., Stroup, J. S., Lee, D. R., & Ferrarini, T. H. (2024). *Common Sense Economics, What Everyone Should Know About Wealth and Prosperity, 4th edition*. New York: St. Martin's Press.

Nonrefereed Tests, Instruments, or Assessment Measures

Calhoun, J. (2017). *Test Bank, to accompany Economics, Private and Public Choice, 16th edition by Gwartney, Stroup, Sobel, and Macpherson*. Cengage.

Presentations

Invited Presentations at Conferences

Calhoun, J. (presented 2024, October). *Introduction to LIFE: Lessons in Financial Efficiency*. Presentation at 21st Annual Economics Teaching Workshop, University of North Carolina-Wilmington, Wilmington, NC. (Regional)

Calhoun, J. (presented 2024, April). *Common Sense Economics 4.0*. Presentation at 48th Annual Meeting, Association of Private Enterprise Education, Las Vegas, NV. (International)

Calhoun, J. (presented 2022, April). *New Assignments for Personal Finance*. Presentation at Annual Conference, Association of Private Enterprise Education, Las Vegas, NV. (International)

Calhoun, J. (presented 2022, April). *Storyboards and Calculators from the Personal Economic Model*. Presentation at Annual Conference on Financial Education, Institute for Financial Literacy, Virtual. (International)

Calhoun, J. (presented 2019, April). *Innovations in Economics Education*. Presentation at Annual Conference, Association of Private Enterprise Education, Nassau, Bahamas. (International)

Calhoun, J. (presented 2017, November). *Economics Activities in a Virtual World*. Presentation at Annual Conference, National Economics Teaching Association, Indianapolis, IN. (National)

Service

Florida State University

FSU University Service

Member, Academic Integrity Select Committee (2022–present).

Senator, Faculty Senate (2021–present).

Member, Lecture Capture Committee (2019).

Chair, Constitution Review Committee (2018–2019).

FSU College Service

Member, Interdisciplinary Social Sciences Advisory Committee (2021–present).

Member, Dunaway Economics Excellence Scholarship Committee (2024).

Member, Dunaway Celebrating Excellence Scholarship Committee (2024).

Member, Specialized Faculty Advisory Committee (2022–2024).

Member, Specialized Faculty Promotion Committee (2022).

Interim Chair, Department of Economics (2020–2021).

Member, Strategic Direction Committee (2018–2019).

DEGREE/CERTIFICATE PROGRAM PROPOSAL APPENDIX

FOR DOCUMENTING SELECTED OUTCOMES AND

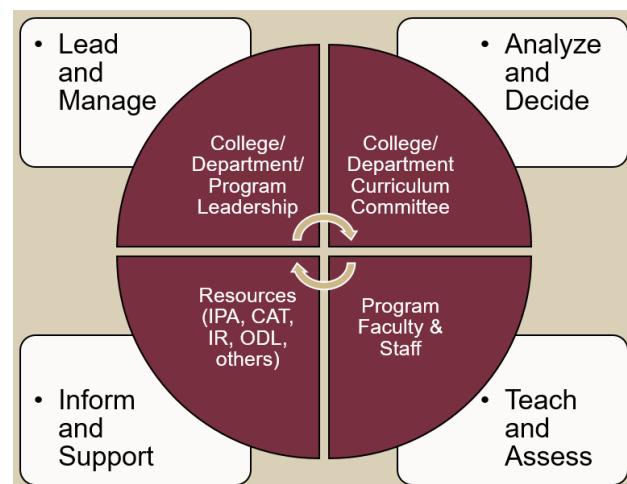
THEIR ASSESSMENT PLANS

PART I. GUIDELINES AND INSTRUCTIONS:

As part of your proposal for a new degree or certificate program, you are asked to describe your plan for assessing student learning outcomes and program outcomes, as required by our [institutional accreditor](#) and university policy (in progress). The present document has multiple parts; the last part is a fillable template that should be used to document your program-level outcomes, assessment plans, and numeric targets. Reach out to Director of Institutional Performance and Assessment Galiya Tabulda (gtabulda@fsu.edu) with any questions and requests to review proposal drafts.

Step 1: Organize for Assessment

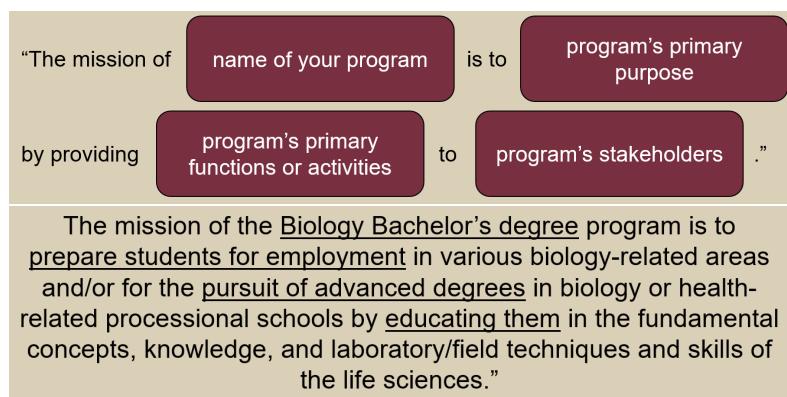
Assessment of outcomes is a shared responsibility between the program faculty, the program director(s), department chair(s), and the (associate/assistant) dean(s). Assessment and subsequent improvement of outcomes should be carried out in close coordination with curriculum committees. Generally, Department Chairs have the responsibility to ensure that program outcomes and student learning outcomes are regularly (annually) assessed, improved upon, and reported. Typically, there is one designated individual who coordinates the annual assessment and reporting process for a given degree or certificate program (e.g., program director).



Consider who the individuals are in each of the four areas in the visual; select the best representatives for each quadrant; you will eventually need to inform this group that their involvement in outcomes assessment will be needed.

Step 2: Define Program Mission

Every program should have an active and current mission, which is a broad statement of what the program is, what it does, and for whom it does it. The mission statement should provide a clear description of the purpose of the program and, in specific terms, reflect how the program contributes to the education and careers of students graduating from the program.



Meet with program faculty to discuss and jointly decide on the mission of your program; after that, it should become easier to engage in the next step of the process (selection of outcomes).

Step 3: Explore and Select Student Learning Outcomes

Student Learning Outcomes (SLOs) refer to knowledge, skills, and values/attitudes that students are expected to attain throughout their studies in a program and/or in specific courses. SLOs encapsulate what students will be able to know, do, and care about as a result of their learning experiences by the time they complete the program. Every bachelor's program needs to have at least 5 SLOs and every other program (graduate-level and certificates) needs to have at least 2 SLOs.

Because most learning goals are standard, you are encouraged to select appropriate ones from the lists below and adjust them to fit the specifics of your degree/certificate program. Please include the contribution of other faculty members and stakeholders (employers, students) in the process of identifying and/or selecting SLOs.

UNDERGRADUATE	Content / Discipline Knowledge and Skills	SLO 1: Knowledge Base (Models and Theories)	<ul style="list-style-type: none"> Students will identify and describe key concepts, principles and themes of the discipline
		SLO 2: Disciplinary Methods	<ul style="list-style-type: none"> Students will characterize the research methods and investigative approaches used in the discipline
		SLO 3: Disciplinary Applications	<ul style="list-style-type: none"> Students will characterize investigative methods & articulate the application of research and theory to real-world problems
	Critical Thinking Skills	SLO 4: Analysis & Use of Evidence	<ul style="list-style-type: none"> Students will apply scientific reasoning to interpret phenomena investigated in the discipline
		SLO 5: Selection, Evaluation and Synthesis of Information	<ul style="list-style-type: none"> Students will design, conduct, and interpret basic disciplinary research
	Communication Skills	SLO 6: Written Communication	<ul style="list-style-type: none"> Students will compose clear, well-constructed, error-free prose for a target audience
		SLO 7: Oral Communication / Presentation Skills	<ul style="list-style-type: none"> Students will generate spoken communication that is formal, clearly organized, adapted to target audience and effectively presented
	Values and Attitudes	SLO 8: Disciplinary Ethical Standards and/or Academic Integrity	<ul style="list-style-type: none"> Students will articulate and demonstrate adherence to ethical standards of the discipline
		SLO 9: Interpersonal and Team Work	<ul style="list-style-type: none"> Students will demonstrate the ability to lead, negotiate, collaborate and create a product in group situations
GRADUATE	SLO 1: Theory and Content	<ul style="list-style-type: none"> Students will demonstrate depth and breadth of disciplinary knowledge 	
	SLO 2: Methods & Applications	<ul style="list-style-type: none"> Students will characterize various research methodologies and apply them to specific research problems 	
	SLO 3: Analysis & Synthesis	<ul style="list-style-type: none"> Students will critically analyze and effectively integrate theoretical concepts/models and empirical research 	
	SLO 4: Original Research (Research Path)	<ul style="list-style-type: none"> Students will propose original research question and execute independent laboratory research 	
	SLO 4: Professional Performance (Professional Path)	<ul style="list-style-type: none"> Students will apply knowledge base and scientific thinking skills in professional settings 	
	SLO 5: Communication	<ul style="list-style-type: none"> Students will organize and defend research, both orally and in writing 	

Step 4: Design Assessment Plans

Your assessment plan for each SLO should identify the exact points in program curriculum when students have the best opportunity to demonstrate to you that they have indeed acquired the target knowledge, skills, and values/attitudes. A strong assessment plan identifies the course(s) and learning experience(s) where an SLO will be assessed and the assessment instrument that will be used (e.g., a standardized or instructor-constructed quiz/test/exam, select items on a quiz/test/exam, a lab assignment, capstone project, juried performance, research paper, portfolio of work, thesis/dissertation and their defenses). For SLOs whose assessment is tied to large-scale culminating projects (capstone, paper, prelim/qualifying exam, prospectus, thesis/dissertation and their defense), it is best to [design a rubric](#). [Final course grades](#) are not suitable for SLO assessment because they are overall measures of student performance and do not allow for evaluation of specific skills or knowledge sets.

Align intended SLOs with program curriculum and assignments in a [curriculum map](#), which will visually represent what is taught to students, where and how, and when evidence of learning is collected for evaluation of program effectiveness.

	Introductory Theory Course XXX2000	Research Methods Course XXX3000	Lab/ Practicum XXX3500	Advanced Content Course XXX4000	Capstone Course XXX4999
SLO #1: Models & Theories	I, R, M* <small>* Assessed using two sections on final exam</small>	R			M
SLO #2: Disciplinary Methods	I	I, R, M* <small>* Assessed using final paper</small>	R		M
SLO #3: Analysis & Use of Evidence		I		R, M* <small>*Assessed using 15 out of 50 questions on final exam</small>	
SLO #4: Oral Comm. & Presentation	I		R	R	M* <small>*Assessed using capstone project with a rubric</small>
SLO #5: Teamwork			I	R	M* <small>*Assessed using capstone project with a rubric</small>

I = Knowledge/Skill/Value is Introduced,

R = Knowledge/Skill/Value is Reinforced and Practiced,

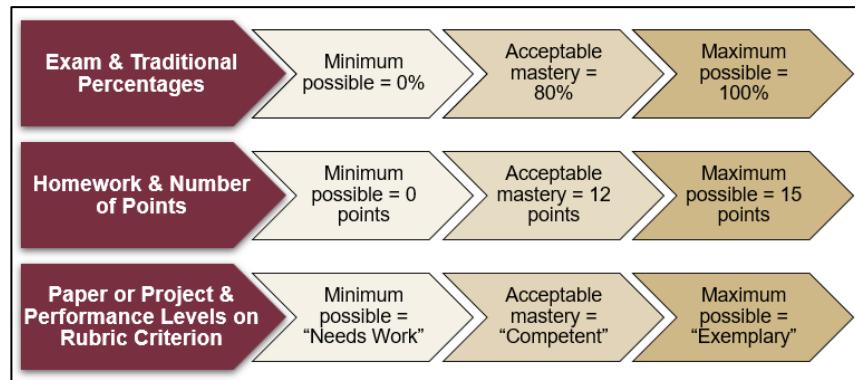
M = Knowledge/Skill/Value is Mastered,

* = Knowledge/Skill/Value is Assessed for Program Effectiveness

Step 5: Establish Learning Target(s)

Each SLO needs a measurable standard that defines success in attainment of the learning goal at the program level. This standard must include the [level of sought mastery](#), which is a minimally acceptable level of student performance on a measure of learning (e.g., minimum number of correct answers on a test, accumulated points on an exam, rating on a rubric criterion, etc.) and the [threshold of acceptability](#), defined as the minimum percentage of students who must attain the mastery level on a measure of learning in order for the outcome to be considered successfully achieved by the students in the program (e.g., at least 80% of students will..., at least 90% of majors will...).

When setting an SLO's numeric target, answer the question "In order for you and your faculty to deem your educational program effective in helping students achieve the learning goal, how many of them need to demonstrate performance at what level?"



Step 6: Choose Program Outcome(s)

In addition to learning goals, each educational program at FSU is required to develop, track, and improve at least one Program Outcome (PO). As opposed to SLOs, which focus on the knowledge and skills that students should learn, POs are non-curricular goals of the academic unit (e.g., enrollment, retention, graduation, post-graduation outcomes). When choosing a PO, please select one from the [recommended list](#). You may adapt it as is or adjust any part of the PO plan to meet your specific program's needs. You may also choose a PO outside of the recommended list as long as it reflects a priority for your program and is assessed in a reliable and valid manner.

PART II. EXAMPLES OF SLOs, ASSESSMENT PLANS, TARGETS:

Undergraduate-Level Program:

SLO Name: SLO – Application and Interpretation of Statistical Tests.

SLO Statement: Upon completion of Research Methods in Psychology (PSY 3213C), the students will choose the appropriate statistical analysis for a particular research design and interpret the results of common statistical tests.

SLO Assessment Plan: We will assess this outcome by testing students in all sections of PSY 3213C (Research Methods in Psychology) offered during the academic year (Fall and Spring). This is the core research methodology course for students who major in Psychology. To assess this learning outcome, we will use a final exam that was written and is curated by our program faculty. The entire final exam consists of 50 multiple-choice questions. 15 of these questions will be used to assess student's 'Application and Interpretation of Statistical Tests' for this outcome.

SLO Numeric Target: By the end of the Research Methods in Psychology course (PSY 3213C), at least 75% of students majoring in Psychology will achieve mastery on the SLO by correctly answering at least 10 out of the 15 (67%) final exam questions testing this learning outcome.

Advanced Undergraduate/Early Graduate-Level Program:

SLO Name: SLO – Critical Thinking.

SLO Statement: Upon completion of the program, students will objectively analyze and evaluate an issue and form a judgment supported by evidence.

SLO Assessment Plan: At the end of their program, master's students either write and defend a thesis (thesis-track) or prepare for and take a comprehensive exam (non-thesis track).

For the thesis-track students, a committee of three faculty members evaluate student's critical thinking skills using a rubric. The rubric has 3 criteria, each corresponding to a separate SLO: SLO #1 Knowledge of Theory and Content, SLO #2 Methods and Applications, and SLO #3 Critical Thinking Skills. All criteria/SLOs are evaluated based on a 4-point scale: 1-Emerging, 2-Developing, 3-Proficient, 4-Advanced. At the end of each defense, committee members fill out the PDF rubric electronically and email it to the Graduate Program Director. The Director aggregates the results and shares them at the faculty meeting in August. Faculty members discuss the results and decide on any necessary changes to how the critical thinking skills are taught and assessed. The rubric is attached.

	1-Emerging	2-Developing	3-Proficient	4-Advanced	Your Evaluation
SLO #1: Knowledge of Theory and Content	Demonstrates limited understanding of key concepts and theories.	Demonstrates basic understanding of key concepts and theories but may have some misconceptions.	Demonstrates good understanding of key concepts and theories, with few misconceptions.	Demonstrates excellent understanding of key concepts and theories, with no misconceptions.	
SLO #2: Methods and Applications	Demonstrates limited ability to apply methods and techniques to solve problems.	Demonstrates basic ability to apply methods and techniques to solve problems but may struggle with more complex problems.	Demonstrates good ability to apply methods and techniques to solve problems, including more complex problems.	Demonstrates excellent ability to apply methods and techniques to solve problems, including the most complex problems.	
SLO #3: Critical Thinking Skills	Demonstrates limited ability to analyze and evaluate information and form judgments.	Demonstrates basic ability to analyze and evaluate information, and form judgments, but may struggle with more complex issues.	Demonstrates good ability to analyze and evaluate information, and form judgments, including on more complex issues.	Demonstrates excellent ability to analyze and evaluate information, and form judgments, including on the most complex issues.	
				TOTAL:	

For the non-thesis-track students, departmental faculty designed a comprehensive exam that has 10 questions in the long-answer format. SLO #1 Knowledge of Theory and Content is assessed using questions 1-4, SLO #2 Methods and Applications is assessed using questions 5-7, and SLO #3 Critical Thinking Skills is assessed using questions 8-10. Each question is worth 10 points. The Director of Graduate Studies aggregates the results and shares them at the faculty meeting in August. Faculty members discuss the results and decide on any necessary changes to how the critical thinking skills are taught and assessed.

SLO Numeric Target: For the thesis-track group, at least 80% of students will achieve level of 3-Proficient or 4-Advanced on the Critical Thinking rubric criterion from all committee members. For the non-thesis-track group, at least 80% of students will score 20 points or higher (out of possible 30 points) on comprehensive exam questions 8, 9 and 10 (66%).

Advanced Graduate-Level Program:

SLO Name: SLO – Oral and Written Communication.

SLO Statement: Upon completion of the program, the students will effectively and clearly communicate their ideas and arguments through both oral and written forms of communication.

SLO Assessment Plan: Doctoral students produce and defend a dissertation. A committee of four professors and one external member evaluate student's oral and written communication skills according to a rubric. The rubric has 6 criteria that are used to assess 3 different SLOs: SLO #1 Review and Synthesis of Literature, SLO #2 Application of Research Methods and Interpretation of Findings, and SLO #3 Oral and Written Communication. SLO #3 is evaluated using the last two criteria in the rubric: "Student orally presents and defends problem, objectives, approach, and conclusions of dissertation" and "Student's writing is clear, organized and of professional quality". Both criteria are evaluated based on a 4-point scale: High Pass (3 Points), Pass (2 Points), Low Pass (1 Point), Fail (0 Points).

Shortly after each dissertation defense, committee members will receive a link to the dissertation evaluation form and will be asked to complete it. The link to the form:

<https://forms.office.com/r/dCTryr5X0Q?origin=lprLink>. At the end of each academic year (Summer, Fall, Spring), the Graduate Program Director will aggregate the assessment data and will present the report at the Graduate Committee meeting in August for further analysis and consideration of appropriate changes to support student learning.

SLO Numeric Target: At least 80% of students will achieve level of 'High Pass' (3 points) or 'Pass' (2 points) on both rubric criteria under the Communication SLO from most committee members.

PART III: ADDITIONAL SUPPORTING RESOURCES:

One-on-one consultations: Email Dr. Galiya Tabulda (Director of the Institutional Performance and Assessment Office) at gtabulda@fsu.edu to schedule an introductory session for your program proposal.

Assessment Handbook: Contains detailed information about all steps listed above and provides guidelines for annual assessment and reporting of student learning and program outcomes.

Institutional Effectiveness (IE) Portal User Guide: Contains step-by-step instructions to perform common tasks in the platform; is recommended for first-time users. Contact ipa@fsu.edu for access.

Curriculum Maps Info and Templates: Provides an overview of curriculum maps, their purpose, and how to use them; downloadable, fillable templates in excel are available for each degree level.

Assessment Seminars and IE Portal Training: Lists dates and times for the university-wide outcomes assessment seminars and IE Portal training sessions for FSU faculty and staff; registration links are also provided.

Assessment Calendar: The recommended calendar for engaging in and completing various components of the annual IE/assessment cycle are publicly available. Each FSU College chooses their preferred assessment and reporting timeline.

PART IV: OUTCOMES, ASSESSMENT PLANS, NUMERIC TARGETS:

Please complete this template by filling in the text fields, selecting options from the drop-down menus, and checking applicable boxes. All programs are required to select at least 1 Program Outcome and at least 2 Student Learning Outcomes. Bachelor's programs are required to select at least 1 Program Outcome and at least 5 Student Learning Outcomes.

Educational program name: **Civics and Liberty Studies**

Program type: **Bachelors Degree**

College: **College of Social Science and Public Policy**

Department: **n/a**

Location(s): Tallahassee, FL Panama City, FL Republic of Panama Distance/Online

Modality: **100% in-person**

Start term: **Fall 2026**

Responsible individual(s): **Ryan Owens, Ph.D., Institute for Governance and Civics Director**

Program Outcome

PO Name	<i>PO – Degree Program Enrollment</i>
PO Statement	<i>The number of students enrolled in the Bachelor's program will increase.</i>
Description of Assessment Plan	<i>For this Program Outcome, we will track our unduplicated student enrollment in the fall of each academic year. Enrollment data will be gathered from the student enrollment dashboard available at the Office of Institutional Research website at: https://ir.fsu.edu/enrollment.aspx. Only degree-seeking students majoring in Civics and Liberty Studies will be included in the degree program enrollment count. The Undergraduate Program Director will report the enrollment data and will be responsible for arranging the department discussion every August/September.</i>
Numeric Target	<i>Over the next 5 years, increase enrollment as outlined below:</i> <ul style="list-style-type: none"> • Year 1 (Fall 2026) = at least 20 students, • Year 2 (Fall 2027) = at least 30 students, • Year 3 (Fall 2028) = at least 40 students, • Year 4 (Fall 2029) = at least 50 students • Year 5 (Fall 2030) = at least 60 students.

Student Learning Outcome #1

SLO Name	<i>SLO – Design, conduct, and interpret basic disciplinary research.</i>
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SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will be able to design, conduct, and interpret basic disciplinary research.</i>
Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, each student will submit a clear and focused research question.</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 80 points or higher on the research question assignment.</i>

Student Learning Outcome #2

SLO Name	<i>SLO - Key concepts, principles, and themes of the discipline.</i>
SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will be able to identify and describe key concepts, principles and themes of the discipline.</i>
Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, we will use scores on a literature review.</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 80 points or higher on the literature review assignment.</i>

Student Learning Outcome #3

SLO Name	<i>SLO - Investigative methods and application of research and theory.</i>
SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will be able to characterize investigative methods and articulate the application of disciplinary research and theory to real-world problems.</i>
Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, each student will write a research paper that targets an interesting topic and a real-world problem.</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 75 points or higher on the “Application of Methods to Theory” criterion on the rubric that will be used to evaluate the Final Paper assignment.</i>

Student Learning Outcome #4

SLO Name	<i>SLO - Statistical analysis, research design and interpretation of common statistical tests.</i>
SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will be able to choose the appropriate statistical analysis for a particular research design and interpret the results of common statistical tests.</i>

Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, the students will prepare a final paper that demonstrates the ability to choose the appropriate statistical analysis for a particular research project.</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 80 points or higher on the "Statistical Analysis" criterion on the rubric that will be used to evaluate the Final Paper assignment</i>

Student Learning Outcome #5

SLO Name	<i>SLO – Written Communication Skills</i>
SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will be able to compose clear, well-constructed, error-free prose for a target audience.</i>
Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, the students will prepare a final paper with clear, well-constructed, error-free prose for a target audience</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 80 points or higher on the "Written Communication Skills" criterion on the rubric that will be used to evaluate the overall Final Paper assignment</i>

Student Learning Outcome #6

SLO Name	<i>SLO – Civil Discourse</i>
SLO Statement	<i>Upon completion of American Civics Research Seminar (AMS4XXX), the students will demonstrate the ability to engage in respectful and constructive civil discourse.</i>
Description of Assessment Plan	<i>We will assess this outcome by testing students in all sections of AMS 4XXX (American Civics Research Seminar) offered during the academic year (Fall and Spring). To assess this learning outcome, the students will be graded on their demonstrated ability to take the perspective of others into account and listen intently as well as make claims based on principle and reason during class participation.</i>
Numeric Target	<i>By the end of the American Civics Research Seminar (AMS4XXX), at least 75% of students majoring in Civics and Liberty Studies will achieve mastery of the SLO by scoring 75 points or higher on the Civil Discourse part of the course.</i>