




December 13, 2012

Dr. Jason Swedene
705 Prospect Street
Sault Ste. Marie, MI 49783

Dear Jason,

Congratulations on being recommended for a sabbatical leave next year. I am planning to forward your name and my recommendation to the Board of Trustees at their next meeting in January. Before doing so, I am asking that you indicate your willingness to accept the sabbatical if it is offered to you and to acknowledge the conditions under which the sabbatical is being offered. Your acceptance will allow LSSU and your academic Department/School to better prepare for the coming year. If you agree, please sign, date, and return the agreement by January 8, 2013.

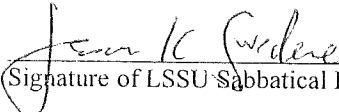
Sincerely,



Morrie Walworth
Provost and Vice President for Academic Affairs

By signing my name below, I am indicating my willingness to accept a LSSU Sabbatical Leave Award during the 2013-2014 academic year for one semester, commencing spring 2014, if approved by the Board of Trustees. Furthermore, I acknowledge the following:

- a. I will not be offered any overload pay from LSSU while on sabbatical leave.
- b. Pursuant to FA contract item 15.4.6, upon my return from sabbatical, I will submit a written report in electronic form (available for posting) that outlines my sabbatical experience and achievements in keeping with the purposes for which the leave was granted.
- c. Sabbatical Leave Reports will be posted to the Provost web page.
- d. Possible reassignment of my academic student activities during the time of the sabbatical.
- e. If needed, agreement to share my LSSU office space with my replacement faculty during the period of my sabbatical leave (which is in alignment with 11.5 of the FA contract). There is no intent to do so at this time.


Signature of LSSU Sabbatical Leave Awardee

12/17/2012
Date

Copies to: Dean, Human Resources, Faculty Association



LAKE SUPERIOR
STATE UNIVERSITY
OFFICE OF THE PROVOST

APPLICATION FOR SABBATICAL LEAVE
(Refer to Section 15.4 of the Faculty Association Agreement)

I. Name JASON K. SWEDENE Date November 9, 2012
 Department ARTS AND HUMANITIES Ext. No. x2122
 Home Address 705 PROSPECT AVE Home Phone 906 635 7490

II. Application for leave during the following (*indicate semester and/or year*):
 Fall Spring Full Year

III. Number of years of faculty service (*minimum of 5 years required*) 9+

IV. Year your tenure at LSSU was earned (*tenure required*) 2007

V. Semester or year of last sabbatical (*if applicable*) N/A
(minimum of 5 years since last sabbatical required)

VI. I agree to return to the University and to provide a complete written report (electronic) to the Provost upon the completion of my sabbatical semester(s) as denoted in section 15.4 of the Faculty Associate Contract.

Jason K. Swedene
 Signature of Faculty Applicant Date

VII. Signature of your Dean indicating his/her awareness of the application:

Paul [Signature] 11/9/12
 Signature of Dean Date

- VIII. Attachments:
 a. Title and Description of Sabbatical Project (Required and described on the next page)
 b. Support Documents (Optional but strongly suggested)
 c. Curriculum Vitae (Required)

Provost Office

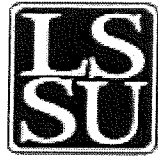
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Lake Superior State University

Title and Description of Sabbatical Project.

Provide a document that describes your proposed sabbatical activities. The document should include at a minimum the following components:

- *Project Abstract/Executive Summary*: A summary of the sabbatical project and outcome (150 word maximum).
- *Project Description*: A detailed description of the sabbatical project with the following sections:
 - *Introduction*: Provide an introduction to the topic/field of study.
 - *Background*: Provide information regarding previous work/activities related to the project.
 - *Outcome*: Describe the work to be completed and state the specific outcome(s) of the project. This section must address at least one of the following.
 - i. The strength of the relationship between the sabbatical leave proposal involving applied or theoretical research related to professional activities and the advancement of knowledge within disciplinary areas.
 - ii. The strength of the relationship between the sabbatical leave proposal involving an external, professionally-related experience/study in a business, industrial, health care, scientific or educational setting and the improvement of instructional/professional activities at the University.
 - iii. The strength of the relationship between the sabbatical leave proposal involving travel or advanced study and its yield in improving the quality of instruction at the University.
 - *Timeline*: Provide a timeline for the proposed project activities.



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STATE UNIVERSITY

Sabbatical Proposal (Fall 2013 and Spring 2014)

Jason K. Swedene, Ph.D.

Associate Professor of Philosophy and Humanities, Lake Superior State University

How and why did Roman and Western European depictions of children and childhood change throughout the centuries?

Project summary: I will spend eleven months in Rome and study Roman perspectives on childhood and children from the 8th century BCE to the 18th century neoclassical period. This will contribute to my professional development and my students' development in three ways. First, I am developing a course for LSSU's Honors Program on children and childhood in history, religion, ethics, and art. Secondly, I teach core courses in the Humanities and my students would directly benefit by my becoming more familiar with the art and culture of Rome. Living in Rome would afford me access to hundreds of churches, museums, and monuments. (It will also provide a home base from which to explore many other destinations such as Venice, France, and Amsterdam.) Thirdly, I am writing a dialogue entitled, "The Thinking Parents' Guide to Raising Children" and I seek inspiration from the methods of parenting throughout the ages and the evolving concepts of childhood.

Introduction: I have applied to the *American Academy in Rome* for a fellowship to study in Rome for eleven months: from September 2013 through July 2014. Although this fellowship is highly competitive, I believe my project is worthy. If accepted, I would receive subsidized room and board and become part of a community of other scholars at the Academy. In what follows, I will detail



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what I plan to do (my outcome), and some background work that I have already done in preparation for my sabbatical. My travel and study plan demonstrates that I will significantly increase my knowledge of the subject areas in which I teach, gain a momentous and unique professional and personal experience, and develop a much richer perspective that will directly benefit LSSU students.

My outcome: I will study Roman perspectives on childhood and children from the 8th century BCE to the 18th century neoclassical period. My path will be to research public monuments and churches for how the artists, politicians, and populace valued or downplayed childhood and children. I shall simultaneously be reading Roman voices from the corresponding time periods¹, including Marcus Aurelius², Livy³, Vergil⁴, Cicero⁵, and Suetonius⁶. I will re-read St. Augustine's *Confessions*⁷ with an eye towards his observations on childhood. Were children viewed as means or ends-in-themselves? Was childhood portrayed as coextensive with innocence? How did Roman law reflect the position of children? How was "family" promoted? Did the iconography of children in paintings and sculpture vary between places and times? Can we map an acceleration or decline in depictions of specific children such as Romulus and Remus or Christ, throughout changing historical and sociological conditions?

I have two major, interweaving tracks of inquiry: the first track is children in the Roman secular state and in its different eras from Volterra, early Latium and the Republic, the Empire, the Papal States, through the 18th century. (If possible, I will integrate subsequent history from Garibaldi and Emanuel through the fascists and communists up through the rise of the Christian Democrats.) My second track of inquiry focuses on the religious and mythological record. I shall investigate children and childhood in Volterra, the former Greek colonies to the South, and in Rome, with a focus on ritual, religion, myth, and story. Once Christianity is institutionalized in the 4th century, potential

sources become more numerous. I will travel beyond Rome to Ravenna, Siena, Assisi, Florence, and other destinations to look for more religious evidence on the evolution of styles and portrayals of children.

Background: Iconography of Children in Art through the ages: What do I know about how children were portrayed and what questions do I want to answer? Often, artists show angels and cherubs as children. The Vatican's *Galetea of the Waves* by Raphael is a strong example of depicting children in such roles, as is Rubens's *St. Sebastian* on exhibit in the Galleria Corsini. The secular equivalent of this is, ostensibly, the genius (*genii*). Sometimes, this guardian would be shown as a young figure in early adulthood, but more often the geniuses are depicted as winged beings in adolescence. Child cupids play servant roles in Raphael's *The Banquet of the Gods for the Marriage of Psyche* in the Farnesia Gallery and Correggio's *Danae with Cupids* in the Borghese Gallery. Is there textual support in the historical and religious materials for these portrayals of children as servants and helpers? What were the expectations of children who lived during the generation these works were created?

Sometimes, children are shown holding the hands of adults, as in a processional frieze on the *Ara Pacis Augustae* and Fra Angelico's *St. Lawrence Distributing the Church's Treasuries* in the Chapel of Nicholas V. Are they there to contrast the adult world or to join into it? At this early stage of my project, I am inclined to believe that children were seen as the heirs to the great traditions being established by Rome and the Church and that, so being, they were depicted as unquestioning recipients of the superior Roman culture and Christian faith. To be sure, they are often afforded dignity, but when they appear with their family or a wider group, their dignity seems derived from being a part of something bigger, whether it be family or State or Faith.

Another common portrayal of children in art is “as victims.” Children are shown as victims in Jacques-Louis David’s Neoclassical *The Rape of the Sabine Women*. Although French, David absorbed Rome’s geography and culture to the extent he could, even attending Roman parties in full ceremonial classical dress. Of course, showing children as innocent victims of conflicts they don’t initiate goes far back in civilized discourse and art: I am curious to find robust, early examples of this in *Roman* art. I intend to study the arches and columns and museums in order to locate examples of war imagery that give sympathetic attention to the victim’s perspective, even when the triumphal spirit of victory seems to overwhelm a piece.

I want to examine Christ as an infant. Is he realistic, Godly, natural, heavenly, aloof, cuddled, left alone? Do the artistic renderings reflect trends in the life of the Church or the wider life of Rome? Christ is shown as an infant born knowing all things in Sienese and Florentine *Madonna and Child* paintings of Duccio and Cimabue. Mary reacts to Christ the child in contrasting ways for Leonardo Da Vinci in his Louvre painting of *Madonna of the Rocks* than she does in Giovanni Bellini’s *Virgin of the Meadow*. In the latter, she is much more attentive to Christ, even as he lies asleep. There are countless Virgin and Child images to explore. One important task will be to disentangle singular artistic visions from collective trends.

In certain scenes, such as Tintoretto’s *Adulteress before Jesus*, there are no children. Giotto’s *Last Judgment* and Michelangelo’s *Last Judgment* lack them, too. Does this ever vary? Specifically, are there some “adulteress” scenes that show children on the street? If so, what are they doing? Of course, some scenes are more “adult” in content, so we would not expect artists to insert children. Nevertheless, commonly enough we see children present where we wouldn’t expect to see them, such as when spirits carry off children’s souls in the 14th century *Triumph of Death* (in Pisa) or Jacopo Pontormo’s *Deposition from the Cross* and Rubens’s *Descent from the Cross*, where even such principal



characters as Mary Magdalene appear to the viewer as adolescents. Children appear (without clothing) in Giovanni Di Paolo's *Last Judgment* : are there any "Last Judgments" that show them as damned? Are there any purgatory scenes in Rome that show children or infants? There are hundreds of churches in Rome and I will scour their walls and statues, evaluating and analyzing the thesis that changing sociological, political, and religious climates affect depictions of children.

In the Renaissance, Pollaiuolo added *Romulus and Remus* to the Etruscan *Capitoline She-Wolf* and thus changed the way we interpret that piece. Pollaiuolo's addition is certainly less invasive than both Arthur Evans's reconstructions of the *Palace of Knossos* on Crete and Gian Lorenzo Bernini's adding a leg to a Hellenistic sleeping satyr who lost one to time. However, adding the children to the *She-Wolf* seems to transform the piece more than Evans's and Bernini's interventions. Why?

While in Rome, I will study aesthetic theory and Roman culture. To this end, I will be using the many libraries and I will make connections with scholars at the Pontifical North American College to cultivate new ways of understanding and interpreting. Rome is home to many first rate examples of Greek and Hellenistic art and I will be sure to study such treasures as *Mercury Resting* at the Museo delle Terme and perhaps confirm the oft-repeated adage of Horace that "captive Greece took captive her rude conqueror."

I am grateful to the American Academy in Rome and LSSU for making this, my first excursion to Rome, possible. I hope that I will be chosen. Although I do not seek to be Goethe's Dr. Faustus in too many ways, I relish the chance to gain the momentous experiences a year in Rome would impart to me. Book learning needs to be supplemented. That said, my experience will be guided by scholarship and the knowledge gained through my experience will vastly improve my Honors course on childhood, my Western Humanities courses, and my book on parenting.



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Sabbatical timeline from September 2013 – July 2014:

September:

Arrive in Rome; settle in to apartment; continue to work on my Italian; begin making connections with the American Academy in Rome scholars and visiting the major sites in and around Rome.

October:

Begin a targeted reading of primary sources in evenings and continue site visits the next morning.

November:

Travel to Florence, Assisi, and Siena to study the late medieval and early Renaissance trends in depictions of children and childhood. Also, I will take special note of those sites, monuments, and churches covered in HUMN 251 and 252 courses. Return to Rome for continued study.

December:

Stay in Rome and study at least 15 “off-the-tourist path” churches. Begin working on the historical and conceptual components of my “What good is childhood?” course.

January:

Travel to Pompeii and, if possible, to the southern tip of Italy, Reggio di Calabria. Pompeii has well-preserved artifacts and wall paintings. In southern Italy, there was a strong Greek presence dating back to before 700 BCE.

February:

Travel further North. This time, I shall spend a few days in Venice and a few days in Milan. While in the North, I will be sure to study the Etruscan tombs and museums in Volterra.

March:

Travel to France. I would like to expand my analyses of childhood throughout the ages to include the cathedrals in the *Ile de France* (especially Amiens, Auton, Vezelay, St. Denis, and Chartres). I would be in France for at least 10 days. Travel to Amsterdam and Bruges may be possible, too, and certainly would further expand the scope of my project.

April, May, June:

Return to Rome and synthesize my study from texts and site observations. Write essay for publication.

July:

Return to Michigan.



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Works Cited

¹ Briggs, Ward W. 1999. *Ancient Roman writers*. Detroit: Gale Group. Copley, Frank Olin. 1969. *Latin literature; from the beginnings to the close of the second century A.D.* Ann Arbor: University of Michigan Press.

² Marcus Aurelius, and Gregory Hays. 2002. *The meditations*. New York: Modern Library.

³ Livy. 1919. *Livy, with an English translation*. London: Heinemann.

⁴ Virgil. 1900. *The aenied of Virgil*. New York: Scribner's.

⁵ Cicero, Marcus Tullius. 1951. *The Basic works of Cicero*. New York: Modern Library.

⁶ Suetonius, and John Carew Rolfe. 1964. *Suetonius*. W. Heinemann.

⁷ Augustine, and E. B. Pusey. 1999. *The confessions of St. Augustine*. New York: Modern Library.

JASON K. SWEDENE, PH.D.

Associate Professor of Philosophy and Humanities
Director of University Honors Program
Lake Superior State University
Sault Ste. Marie, MI 49783

Phone: (906) 635-2122

Fax: (906) 635-6674

jswedene@lssu.edu

www.lssu.edu/faculty/jswedene

EDUCATION

- Ph. D. in Philosophy, University at Buffalo (Buffalo, NY), April 2002
- M.A. in Philosophy, University at Buffalo, (Buffalo, NY), September 1999
- B.A. in Psychology and Philosophy, Le Moyne College (Syracuse, NY), May 1997

AREAS OF CONCENTRATION

- Ethical Theory, Philosophy of Religion, Humanities

AREAS OF COMPETENCE

- Biomedical Ethics, Logic, Ancient Philosophy, Modern Philosophy, World Civilizations
-

UNIVERSITY POSITIONS

LAKE SUPERIOR STATE UNIVERSITY, SAULT STE. MARIE, MI 2002 – PRESENT

- August 2008 – present: *Associate Professor* (with tenure)
- May 2006 – present: *Honors Program Director*
- August 2002 – August 2008: *Assistant Professor*

OTHER TEMPORARY/ ADJUNCT ASSIGNMENTS, NY 1998 – 2002

- Summer 2002: Nazareth College – *Instructor*, Rochester, NY
- 2000 – 2002: SUNY College at Buffalo – *Instructor*, Buffalo, NY
- 2000 – 2002: SUNY College at Brockport – *Instructor*, Brockport, NY
- 1998 – 2001: SUNY University at Buffalo – *Lecturer and Teaching Assistant*, Buffalo, NY
- 1999 – 2000: Jamestown Community College – *Instructor*, Dunkirk, NY
- 1998 and 2000: SUNY University at Buffalo – *Lecturer*, Buffalo, NY

RECENT COURSES TAUGHT

Ancient Western Philosophy
Biomedical Ethics
Critical Thinking
Deductive Logic
Directed Studies in World Religions, Humanities, and Immortality Studies
Ethical Theory and Practice
Existentialism
George W. Bush: Current Issues in Philosophy
Honors Thesis Guidance
Humanities I: Humanities through the Renaissance
Humanities II: Humanities since the Renaissance
Introduction to Philosophy
Introduction to Social and Moral Philosophy
Logic
Modern and Contemporary Philosophy
Moral Issues
Music: Guitar I
Philosophy of Religion
Philosophy of Science
The Varieties of Immortality
World Civilizations I
World Civilizations II (teaching assistant with Dr. James Lawler)

UNIVERSITY SERVICE AND PROFESSIONAL DEVELOPMENT

SEARCH COMMITTEE WORK

- Search Committee for Education Faculty, Lake Superior State University (LSSU) 2009
- Search Committee for Director of Education Faculty, LSSU 2009
- Search Committee for Education Faculty, LSSU 2009

FACULTY SUPPORT FOR STUDENTS AND THE LIBERAL ARTS

- Faculty Adviser, *History and Humanities Club*, LSSU 2008 – 2011
 - Student organization for major and minors
 - Promote, enable, empower members and their fields
- Faculty Adviser, *TEA (Taking Education Abroad)*, LSSU 2008 – 2011
 - Promote global view of education
 - Raise funds to enable the building of education infrastructure
- Coordinator and Chair for on-campus and Northern Michigan outreach events for Egyptian Fulbright scholar, 2004
- Philosophy Film Night Coordinator, LSSU 2002 – 2003

ACCREDITATION

- Higher Learning Commission Assessment Committee, LSSU 2007 – 2009

HONORS PROGRAM

- President, *ex officio*, Michigan Honors Association (MHA) 2011 – 2012
- President, Michigan Honors Association (MHA) 2011 – 2012
- Vice-President, Michigan Honors Association (MHA) 2010 – 2011
- Four Year University Representative, Michigan Honors Association (MHA) 2009 – 2010
- Conference Planning Committee, Michigan Honors Association (MHA) 2007 – 2008
 - Designed (with students) the “Ethics Bowl” exercise for the October 2008 MHA conference
- Director of University Honors Program, LSSU 2006 – present
 - Honors Council, Chair, LSSU 2006 – present
 - Curriculum
 - Budget
 - Advising
 - Website design and maintenance (*lsu.edu/honors*)
 - Conference Planning
- Alpha Chi (*AX*) National Honor Society Sponsor, LSSU 2006 – present
- University Honors Council, Committee Member, LSSU 2004 – 2006

STUDENTS AND SCHOLARSHIPS

- Ethicist for *Institutional Review Board for the Protection of Human Subjects*, LSSU 2003 – present
- General Education Committee (GEC), LSSU 2011 – present
 - Co-Chair, 2012 – present
 - Chair, ETS testing coordinating subcommittee (*ad hoc*)
 - Aesthetics subcommittee member
- Undergraduate Research Committee (URC), LSSU 2010 – present (*http://www.lsu.edu/urc*)
- Intercollegiate Athletics Committee (IAC), LSSU 2010 – present
 - Advisory group to the President of the University, as well as to the Director of Athletics, in matters relating to the operation of the intercollegiate athletic program at Lake Superior State University.
- Jack Kent Cooke Scholarship Faculty Sponsor, LSSU 2006 – present
- Faculty Association Scholarship Committee, LSSU 2008 – present
 - Review applications, essays, GPAs of scholarship candidates
- Orientation Committee, LSSU 2007 – 2010
- SAILS (Students and Alumni Involved for Lake State) “Parent of the Year” Committee (September 2009)
- Faculty Advisory Committee for Student Retention, LSSU 2004 – 2005
- Advisory Committee for Campus Diversity, LSSU 2003 – 2004
- Developed and successfully defended Philosophy Minor, LSSU 2003
- Department representative on faculty focus group to increase student retention, LSSU 2003
- SAILS (Student Alumni Involved for Lake State) award for contributions to students, LSSU 2003

- Advisory Committee for campus Newman Center, 2003 – 2009
- Service Award for work with students with disabilities, SUNY College at Buffalo 2001

GRANT WORK

- *National Endowment for the Humanities* (NEH): “What Good is Childhood?”; an *Enduring Questions* proposal, LSSU 2012
- Performing Arts Grant Committee, LSSU 2006
- Author of successful Fulbright Visiting Specialist Grant Proposal for the program “Direct Access to the Muslim World,” LSSU 2004
 - Coordinator for all events made possible by the grant. Dr. Rashida El Diwani, a comparative literature scholar from Egypt, taught at many university and community events within a 75 mile radius of campus

PROFESSIONAL DEVELOPMENT SERVICE AND AFFILIATIONS

- *Journal of Moral Education* referee, 2005 – present
- Alumni Association, University at Buffalo
- American Philosophical Association, Central Division
- Michigan Academy
- Successfully defended inclusion of Modern and Contemporary Philosophy for General Education distributional credit (in the Humanities Outcome category), LSSU 2004
- Organized Graduate Intradepartmental Conference, SUNY University at Buffalo 2001
- Treasurer for Graduate Philosophical Association, SUNY University at Buffalo 1999 – 2001

PUBLICATIONS AND LECTURES

BOOKS

Jason K. Swedene, ed. Klaus Hergt’s *Morality for You and Me*. (Cheboygan, MI: New Aldine Press / Crescent Lake, 2012). Forthcoming.

Jason K. Swedene, *Staying Alive: The Varieties of Immortality* (Lanham, MD: Rowman & Littlefield Publishing Group, Inc.: Lanham, 2009). ISBN: 0-7618-4758-8

Jason K. Swedene, *A Philosophy of Moral Dilemmas: Why We Should Not Feel Guilty About Things We Have Done* (Lewiston, N.Y. & Wales, UK: Edwin Mellen Press, 2007). ISBN: 978-0773453463

ARTICLES

“Why Pamphilus Matters: Religious Education in Hume’s ‘Dialogues’ ”
Journal of Religious Education, December 2011

“Felicific Calculus: A Philosopher at Hockey Camp”, June 16, 2009, in *Soo Today*, accessible at http://www.sootoday.com/content/news/full_story.asp?StoryNumber=40001.

“Are You in a Dilemma?: What Disturbing Choices Say about our Character”
Reason Papers, 29: 2, Fall 2007

“Feeling Better about Moral Dilemmas”
Journal of Moral Education, 25:1, March 2005

SYMPOSIA

“Ethics: Autonomy, Justice, and Competition in Sport”
Dr. Joseph Susi’s *Allied Health Administration* seminar (Sault Ste. Marie, MI: August 2012)

“The Varieties of Immortality”
Michigan Authors Symposium (*Detour*, MI: July 2011)

“Why We Should Be Moral”
Lake Superior State University Elders Association (Sault Ste. Marie, MI: January 2011)

“On Being Remembered”
Bayliss Library Symposium (Sault Ste. Marie, MI: January 2011)

“Love and Forever”
Michigan Academy of the Science, Arts, and Letters (Detroit, MI: March, 2009)

“Fame and Its Discontents”
Lake Superior State University Elders Association (Sault Ste. Marie, MI: January 2008)

“Creative Legacy”
Lake Superior State University Faculty Forum (Sault Ste. Marie, MI: December 2006)

“When is it Acceptable to Judge Others by the Content of Their Health Status?”
Accepted at American Public Health Association Meeting and Exposition (San Francisco, CA: November 2003)

“A Reading of Hume’s ‘Dialogues’ ”
Wesleyan Theological Seminary (Lexington, KY: March 2003)

“Philosophical Reflections on Proving Negatives and the War against Iraq”
Radio interview on WLSO 90.1 (Sault Ste. Marie, MI: March 2003)

“Are You in a Dilemma?: What Disturbing Choices Say about our Character”
Northern Illinois Ethics Consortium (DeKalb, IL: September 2002)

Commentary: “Social Practice from an Emotional Point of View”
SUNY Buffalo Graduate Conference (Buffalo, NY: April 2001)

“Can Virtue Ethics Accommodate Moral Dilemmas?”
Presented at Dr. Jiyuan Yu’s PHI 356 Virtue Ethics Seminar (Buffalo, NY: March 2001)

“Aristotle and Mill: Comparability, Compatibility, and Reconciliation”
SUNY Buffalo Graduate Conference (Buffalo, NY: May 2000)

“Anthropomorphism, ‘Irony,’ and Hume’s Critique of the Argument from Design”
SUNY Buffalo Graduate Conference (Buffalo, NY: April 1999)

BOOK REVIEWS

Paul Churchland, *Plato’s Camera: How the Physical Brain Captures a Landscape of Abstract Universals* (Boston: MIT Press, 2011).

Gregory Pence, *The Elements of Bioethics* (Upper Saddle River, New Jersey: Prentice Hall, 2007).

Bruce N. Waller, *You Decide: Current Debates in Ethics* (New York: Pearson Longman, 2006).

Laurie Schneider Adams, *Exploring the Humanities: Creativity and Culture in the West* (Upper Saddle River, New Jersey: Prentice Hall, 2006).

DISSERTATION

Title: *How Should One Feel?: Moral Dilemmas and Normative Emotion Theory*

Keywords: moral dilemmas, emotions, cognitivism, quandaries, virtue ethics

Dissertation Director: Dr. Carolyn Korsmeyer

Dissertation Advisers: Dr. Jiyuan Yu and Dr. Pablo De Greiff

Award: *Hourani Fellowship Award*, Dissertation Fellowship Award, SUNY University at Buffalo 2001 – 2002

M.A. PROJECT

Title: *18th Century Cosmological Arguments: Clarke, Leibniz, and Wolff*

Keywords: philosophy of religion, proofs for the existence of God, first cause, infinite regress

Project Advisers: Dr. Jorge J.E. Gracia and Dr. Kenneth F. Barber

COMMUNITY ACTIVITIES

School Commissioner, St. Mary’s Catholic School (K – 8), Sault Ste. Marie, 2007 – 2010.

- Vice President, School Commission, St. Mary’s Catholic School, Sault Ste. Marie, 2008 – 2010.

- Additional School Commission Committees: Finance Council, Executive Council

Coach, Sault Soccer Association, Sault Ste. Marie, 2007 – present

“Philosophy for Kids”, Philosophy instructor for 7th and 8th grade, St. Mary’s Catholic School 2011 – 2012.

REFERENCES

Dr. James Zukowski, Associate Professor of English (Honors Council member), Shouldice Library, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2115, jzukowski@lssu.edu.

Dr. Mark Terwilliger, Professor, School of Mathematics and Computer Science, Lake Superior State University, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2058, mterwilliger@lssu.edu.

Dr. Barbara Keller, Dean of Natural Sciences (former Honors Council member), Lake Superior State University, Crawford Hall, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2438, bkeller@lssu.edu.

Dr. Thomas E. Schirer, Professor of Humanities, Lake Superior State University, Arts Center, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2593, tschirer@lssu.edu.

Dr. Paige Gordier, Interim Dean of Arts, Letters, and Social Sciences, Shouldice Library, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2749, jzukowski@lssu.edu.

Provost Morrie Walworth, Provost, Lake Superior State University, Administration Building, 650 W. Easterday Ave., Sault Ste. Marie, MI 49783, 906-635-2211, mwalworth@lssu.edu.



LAKE SUPERIOR STATE UNIVERSITY

Thomas M. Kelly
Professor Emeritus
Lake Superior State University
Sault Ste. Marie, MI 49783

October 24, 2012

Subsequent to my retirement in 1992, I returned to university teaching for many fall terms. It was in fall of 2002 that I became acquainted with a newly-minted professor, Dr. Jason Swedene, who by chance had one of his philosophy classes in a large classroom in a class period that preceded mine. I was surprised that so many of his students sought him after class to continue discussions. The comments of my own students and his colleagues confirmed my observations that, in fact, the whole scope of the philosophy curriculum at LSSU had been enriched by this young professor. We soon became close friends, — with his wife and children as well. I have read several of his published works. Being an undergraduate major in philosophy years ago (although my graduate degrees were in sociology and psychology), I vividly see how he marshals knowledge, creativity, and rigor in the service of his discipline and his students. His research abilities are nothing else than extraordinary and I expect that he will be an even more productive scholar and innovative teacher *after* this experience in Rome. I have seen his application that he is submitting to the *American Academy* in Rome. That document gives sound support to my assessment of his thoroughness and his sharp and inquisitive mind. I am particularly impressed by his sources. Believe me; he will investigate the scope of his topic of children and childhood in a depth that is truly amazing, — with a personal commitment and dedication that I have always been really astounded by.

I have some personal knowledge of the basic topic of his plan, since I was a student in Rome from 1952 – 1956 at the *Gregorian University* in Rome, Italy. There, I resided at the *North American College* in Vatican City, gaining a Licentiate Degree in Sacred Theology (S.T.L.). For four years, I traversed the streets of Rome, visiting all the museums, historic places, and churches. I visited numerous cities around Rome and throughout Italy. I have shared my intimate knowledge of *Roma* and other sites in Italy with Dr. Swedene. I've got him started in the Italian language, in which I am still fluent. I offer my whole-hearted, positive recommendation for his candidacy to the *American Academy* in Rome.

I may be reached by phone at 906-635-5166 or by email at tomkelly48@gmail.com if you desire further correspondence.

Sincerely,

A handwritten signature in cursive script that reads "Thomas M. Kelly".

Thomas M. Kelly
Professor Emeritus
Lake Superior State University
Sociology