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FILA-450

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January 20th, 2025

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I. Introduction

Bridgewater College has given me the great opportunity to learn, grow, and expand my knowledge in several different fields and departments through their liberal arts curriculum. With my time here at Bridgewater I have chosen to major in business administration and minor in their leadership program. In addition, I am also a member of two societies which are the Sigma, Beta, Delta or the honor society for business administration, and the Chi, Alpha, Sigma or student athlete honor society. I also participated in extracurricular activities here at Bridgewater, such as intramural softball, I was a part of the Bridgewater college football team, and I participated in the showker prize. While at Bridgewater I received a well-rounded education, however my freshman year started off a little differently compared to others. This is because I came into college undecided, and I did not know what I wanted to do until I was halfway through my first semester. With this scenario I focused on my gen-eds for my freshman year. It was then I found my interests leaning towards business administration, so I decided to focus on that. However, after my time at Bridgewater college has passed, I plan to pursue a second degree in mechanical engineering back in my hometown. This is because I have always had an interest in the engineering field from going to construction sites with my father when I was younger. I believe that the well-rounded experience that I have been given at Bridgewater has set me up to pursue engineering to where I can have a double major.

II. Integration and Experiential Learning

[Capsim Simulation Presentation](#)

[Strategic Management Paper](#)

One of the final business classes a student at Bridgewater can take is a class called strategic management. I have the opportunity to take this course as my final class and I was able to learn a lot from it. This is because throughout the semester we are given the task of running a company in a simulation, so I get to put into practice all the business skills I learned from all my previous courses through my years at Bridgewater into a simulation that is close to real life. My two artifacts for this section are my final group presentation of the simulation and then a paper that we had to write using what we learned in class and applying it to a real-world scenario.

The first artifact I would like to talk about is the paper we were asked to write a paper for to someone teaching them the ins and outs of what it means to run a business from a strategic management point of view. This gave me the opportunity to not only apply what we had learned in the class but also explain it in a way that someone with no knowledge of the subject could understand. I was able to take a step back and think about ways I could convey my message for them to understand what I am getting at, and this was something I never had encountered before. I had done presentations, papers, and assignments but never have I had to teach someone about a topic they know nothing about. With this challenge it allowed me to strengthen my knowledge to the point where I was able to teach someone about what I spent the past four years learning. Now I am better equipped for the future to help incoming employees learn what they must do to complete their job because it takes everyone in a business collaborating not just one person.

I would now like to introduce my second artifact in this section which is my group's final presentation for our company Bladwin in the simulation. Strategic management was also able to provide me with a new way to think about topics we learned. We were given the task of being outside analyzers of our company Baldwin and understanding where the company went wrong. I had to learn how to think back through the decisions we made and understand how they affected our business, but I had to take the approach that I was not a part of the company. This allowed

me to really pick apart the company and gave me a good basis of what I would potentially have to do for the company I am employed for in the future. This is a skill that I can use in any career I choose to go into.

III. Engaging Diverse Perspectives

Human Sexuality Paper

With the well-rounded curriculum that Bridgewater provided me I had the opportunity to explore new opinions and perspectives that were different from my own, and this helped me expand my own knowledge of what goes on in our society. There was one class that particularly comes to mind when I think of this and that was my class called human sexuality. My human sexuality class provided me with an eye-opening reflection on my previous ideas, and then it brought up entirely new ideas for me to think about. It was a very different class than I expected it to be especially since it was a class that I chose to take out of personal interest, and hearing good things about the class. My artifact for this section is a position paper that I wrote which discussed my position on gender issues in this paper I mention ideas about medical procedures for both nonbinary and transitioning individuals who are still children. When I was growing up going through school, I did not have much exposure to people who are transgender, or the basic topic of what pronouns people use. From participating in class I was able to offer my personal knowledge and experiences, but I also was able to have an open mind and willingness to listen to other people's perspectives. I believe that education on sexual orientation and gender identity has helped me be more mindful of other people's pronouns and respectful of them.

However, many of my ideas remained unchanged and in fact I have a stronger opinion about them now. This can be found in my paper. I disagreed with the idea of allowing children to make adult decisions, and an example of this would be where I spoke about the aspects of

medical procedures. With the articles we were given to read through I discovered that there are other alternatives to getting medical procedures. To which I was not aware of these alternatives and one of these alternatives would be medications that one could take to delay puberty. This gives them the opportunity to not have to go through puberty until they have decided if they want to medically transition. This alternative agrees with my belief but still gives options to the people, giving them their right to free choice.

In modern society it is important to be both understanding and respectful to all people no matter their pronouns. These lessons in my class will transfer directly into my career and will carry into my daily life. As I pursue a career in business it is important to build successful teams that are diverse, and so it is essential to both respect and understand each other for the team to produce. Finally, though this lesson is able to go from a specific career and be applied to all aspects of one's life.

IV. Public Discourse

Decades Sex Presentation

Political Philosophy Paper

With many of my classes I was given the opportunity to ask thought provoking questions and discuss a variety of different ideas. Sometimes the questions would be so thought provoking that I would take them outside of the classroom and discuss them with either my roommates, friends, girlfriend, and even family members to see what their thoughts on the idea were. I have always had the skill to be an attentive listener, so I was able to put that into practice through each of my classes whether that was a business class or a class on the other side of Bridgewater's curriculum like medieval literature I made sure to listen to the topics both my professor and

fellow students had to offer. Two classes, however, stood out to me when reflecting on what helped me develop further.

This first class was my human sexuality class, and as mentioned earlier it was a different experience for me than what I was used to. This is because my focus was on business, so I took this class out of recommendation from the professor of the class along with my own personal interest. I was pleasantly surprised with the opportunities the class offered for deep discussions on topics I thought I knew some things about, but I was wrong I had much I could still learn. This was mainly driven by how other people viewed situations along with the personal stories which I won't disclose here for their privacy. One of the opportunities that brought about discussion was the group project we had to do where each group picked a decade to teach about. My group's decade was the 60s, and the theme we chose was the idea of the sexual revolution. This presentation is my first artifact for this section. I want to talk about my role in this project because it was interesting to me. I found it interesting because my own opinion was different than my groupmates because I was the only business member in the group while the rest of them were psychology majors. Which meant I was not used to open-ended discussions like my groupmates where I was used to cold hard facts and understanding what caused problems and the solutions to those problems. This led to some very interesting discussions which aided in my ability to seek out the open-ended questions that sparked deep intellectual thinking allowing people to describe how they answered the question. Then we were able to reach a sort of common understanding or potentially figure out an entirely new answer altogether.

Another notable class I would like to discuss was my political philosophy class. In this class we had a lot of discussions about the different types of theories ranging from Locke, Hobbs, Rousseau, and even Marx. We would discuss each individual theorist and their ideas to understand what they are trying to articulate, and once we understood what they meant we would

then discuss how we would then apply the theory into certain situations. Where then many students including myself would have to describe how we felt the situation should be handled based on the theory's definition. We were also given situations to where we had to decide what theory would be best for the situation presented, and this also gave differering opinions based on what each individual felt was right. My second artifact is an assignment where we had to go through and write about Rousseau's social contract describing how we understood them from our readings. Then as a class we discussed the answers that we put down, and each got to bring up or argue topics that each other said. My input happened to be different than most of the others in the class and received heavy arguments towards my points, but I was able to practice seeing their side of the argument with this class. Eventually we reached a consensus. Then our professor would combine all our ideas into one definition. These discussions would even be taken out of the classroom between classmates who want to further explore the other's thought process I know I have done this multiple times.

It is important that society can hold both informal and formal discussions. When we can truly listen to other's opinions without bias towards our own it enhances our abilities to build trust and cooperation with one another which can be tremendously useful in team scenarios, planning, and other aspects of life. As a leader, I must be able to take in my followers or fellow leader's ideas along with encompassing my own ideas to reach a common goal. As a future businessman I will have to heavily rely on this because of the many team dynamics I will be put into because without it I will cause a rift in the team making it to where we do not achieve our goals. In the future I hope to be able to articulate my ideas in a productive manner to which my colleagues and my friends can understand.

V. Global Citizenship and Intercultural Competencies

Cultures of Japan Q&A

Bridgewater College offers a diverse range of staff too and an equally diverse range of students. I have had the opportunity to interact with many of these exchange students, and this has allowed me to learn about various cultures directly through those thoughtful conversations. There are other opportunities, however, to learn about different cultures, and this is through the classes that Bridgewater offers. Classes give us the chance to learn about other cultures in a more formal setting with some detailed facts than just the broad overview given to us by other students.

There was one such class that I took that comes to mind and this was my cultures of Japan class, that took us through the adventure of learning about the different Japanese culture. We looked through a variety of different topics ranging from what the country did after the bombings, the holidays they celebrated, and even the way the people acted in society. Even though there are differences between our societies they were also similarities we got to explore as well. That is where I would like to talk about my artifact for this section which is a video reflection assignment. With the use of the videos, I was able to find out that the Japanese people also have moments where they put on a fake smile for everyone to which they call it “tatemaie” and it literally means “facade”. I was not only able to learn some similarities from the videos, but also new knowledge that I had not previously known, and that was the fact that Japanese culture does not blame America for the bombings that took place but rather the war. In addition, it strengthened my opinion that countries and people of different cultures can co-exist because America had helped Japan during their times of need.

What I took away from the class was the idea that even if people have cultural differences this does not mean there aren't any similarities, in fact there are more than you probably think there are. However, even though people may still be different it is still in human nature to watch to try and help or collaborate with one another. This is something that I plan to remember for future employment because of the diverse coworkers I could be working with, and if I ever must travel for work, I will have the necessary skills to research what is acceptable in their culture.

VI. Ethical Reasoning

[Conflict Transformations Paper](#)

[Hobbes and Locke Theory Paper](#)

Many courses at Bridgewater offered opportunities to learn about how ethics are involved in different parts of life. In many of my business classes we discussed the ethical responsibilities leaders have to their employees to make sure they are getting what they deserve for their hard labor without sacrificing productivity. By not giving their employees enough payment they are not going to work as hard on reaching goals because they feel like they are not worth it. This will then cause productivity to go down in the business and lead to pitfalls in sales. However, on the flip side of things if you pay your employees too much this can cause you to not have enough money to upgrade the plant or buy more advertising for your product which can also lead to a pitfall of losing potential sales. This is just one example of how learning about ethics can help me in my future career, and it is not the only example either. To take a broader look, I think my most beneficial ethical learning was about the idea and the types of justice.

Justice was explored in depth in two different classes of mine. The first one being my conflict transformation class and the second one being my political philosophy class. Conflict

transformation focused on types of justice, and on the current state of justice in the world as we know it. In this class we would hold open-ended discussions on the criminal system in the US, and how the justice system attempts to seek justice for it. My first artifact for this section is my paper on the justice pillar. This allowed me to explore topics I had not previously thought about through the readings. In addition to learning about the criminal justice system, we also learned about restorative justice. The current system focuses primarily on punishment, but the ideas of restorative justice are suggesting a more holistic approach. This approach focuses more on attending to the needs of the victims. Learning about this restorative justice approach and finding ways to build new connections with ideas helped expand my views on justice in the modern world.

Now my political philosophy class focused on the philosophical side of what scenario would call for justice to be enacted. For this I would like to talk about my second artifact for this section is an assignment that explores both Locke's and Hobbes's ethical theories. With learning about Hobbes' consequentialism of only completing an action if it promotes the best possible outcome and Locke's utilitarianism of whatever is responsible for obtaining the greatest good for the most amount of people is right. These really made me think deeply about how justified each theory would be to any given scenario, and this allowed me to bring up good topics for discussion during our class. Ethical reasoning is beneficial for all aspects of life, not just one's career path. It is a vital skill to anyone wanting to be a contributing member of society. Having taken both of these classes, they truly expanded my understanding of the world around me in both the past and present and even has set me up to look towards a better future.

VII. Conclusion

To wrap things up my experience here at Bridgewater was eye opening and a great experience. I have learned a lot of skills that I am able to apply to my potential careers in the business field. However, I also learned things that I previously did not know from taking classes that piqued my interest in Bridgewater's well-rounded curriculum. valuable lessons and core skills that I will be able to apply to my everyday life after my time at Bridgewater College is over.