

General Education Recertification Report

Reviewer: JOHN PALMER
Date: 11/18/13

Course (number and title): REL 2174 SOCIAL ETHICS
Current GE Designations H
Enrollment: C. 10 STUDENTS F'13
Number of Sections: 1
Delivery Method: ONLINE F'13 (PILOT), LIVE CLASSROOM (PAST YEARS)
Location: N/A
Instructor: DR. ANNA PETERSON
Course Coordinator: N/A

Recommendation

REL 2174 IN BOTH ITS ONLINE AND LIVE FORMATS CLEARLY ACHIEVES THE PROGRAM AREA OBJECTIVES FOR GE (H). SOME REVISION OF THE SYLLABUS (SPECIFIED BELOW) WILL BE NECESSARY TO INCORPORATE ALL THE GE AND UF SYLLABUS REQUIREMENTS. THE COURSE DOES A GOOD ENOUGH JOB OF ADDRESSING THE CONTENT, COMMUNICATION, AND CRITICAL THINKING GE SLOS. THE REVIEWER'S RECOMMENDATION IS THAT THE COURSE BE RECERTIFIED ONCE THESE REVISIONS HAVE BEEN INCORPORATED INTO THE SYLLABUS.

Overview of Review Process

[Insert process document here.]

Syllabus Review

- THE REL 2174 SYLLABUS FOR THE ONLINE VERSION OF THE COURSE IN THE F'13 SEMESTER ACCOMPANIES THIS REPORT. (THE SYLLABUS REVIEW HERE FOCUSES ON THIS DOCUMENT.) A SYLLABUS FORM S'07 ALSO ACCOMPANIES THIS REPORT AS REPRESENTATIVE OF THE PAST YEARS WHEN THE COURSE HAS BEEN TAUGHT LIVE.

General Education Syllabus Requirements

- 1. the general education [objectives for the relevant program area\(s\)](#);
 - 2. an explanation of how the general education objectives will be accomplished;
 - 3. the [General Education Student Learning Outcomes](#) (SLOs);
 - 4. an explanation of how the SLOs will be assessed;
 - 5. a weekly course schedule (e.g., topics, assigned readings, other assignments, due dates, assessments) that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s).
- THE CURRENT REL 2174 SYLLABUS POSTED ON THE COURSE WEBSITE CONTAINED NONE OF THESE ELEMENTS REQUIRED IN SYLLABUSES FOR GENERAL EDUCATION COURSES. THE COURSE WEBSITE DID CONTAIN, UNDER ITS "COURSE MATERIALS" TAB, A BREAK-DOWN OF THE COURSE INTO 5 COURSE MODULES WITH WEEKLY TOPICS. THIS MATERIAL EASILY COULD BE INTEGRATED INTO THE SYLLABUS IN SATISFACTION OF REQUIREMENT 5.

University Syllabus Requirements

- ❑ 1. Course title, instructor’s contact information including office location, telephone number, and email address; TA contact information if applicable
- ❑ 2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
- ❑ 3. Course objectives and/or goals
- ❑ 4. A weekly course schedule of topics and assignments (same as item 5, above)
- ❑ 5. Methods by which students will be evaluated and their grade determined
- ❑ 6. A statement related to class attendance, make-up exams and other work such as:
“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- ❑ 7. A statement related to accommodations for students with disabilities such as:
“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”
- ❑ 8. A list of all required and recommended textbooks
- ❑ 9. Information on current UF grading policies for assigning grade points

This may be achieved by including a link to the web page:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

- ❑ 10. A statement informing students of the online course evaluation process such as:
“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.”
- ❑ 11. Materials and Supplies Fees, if any

• THE CURRENT REL 2174 SYLLABUS SATISFIED MOST OF THE THE UNIVERSITY SYLLABUS REQUIREMENTS, EXCEPT FOR 3, 4, 10, AND 11. LIKE MANY UF SYLABUSES, IT COULD HAVE DONE A BETTER JOB OF INTEGRATING A SPECIFICATION OF THE COURSE'S OBJECTIVES AND/OR GOALS INTO ITS COURSE DESCRIPTION. IT DID NOT CONTAIN A WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS, A STATEMENT INFORMING STUDENTS OF THE ONLINE COURSE EVALUATION PROCESS, OR AN EXPLANTION OF THE \$109.23 COURSE FEE.

General Education Area Objectives

- THE GE H AREA OBJECTIVES ARE AS FOLLOWS: HUMANITIES COURSES PROVIDE INSTRUCTION IN THE KEY THEMES, PRINCIPLES AND TERMINOLOGY OF A HUMANITIES DISCIPLINE. THESE COURSES FOCUS ON THE HISTORY, THEORY AND METHODOLOGIES USED WITHIN THAT DISCIPLINE, ENABLING STUDENTS TO IDENTIFY AND TO ANALYZE THE KEY ELEMENTS, BIASES AND INFLUENCES THAT SHAPE THOUGHT. THESE COURSES EMPHASIZE CLEAR AND EFFECTIVE ANALYSIS AND APPROACH ISSUES AND PROBLEMS FROM MULTIPLE PERSPECTIVES.
- THE INSTRUCTOR RESPONDED TO QUESTION 5 ON THE RECERTIFICATION REPORT FORM AS FOLLOWS: "THE COURSE INTRODUCES STUDENTS TO HUMANISTIC METHODS, APPROACHES, TOPICS, AND THINKERS. IN PARTICULAR, IT FOCUSES ON THE WAYS VALUES ARE ARTICULATED AND INTERPRETED, BOTH IN SYSTEMATIC RELIGIOUS AND PHILOSOPHICAL WORLDVIEWS AND ALSO IN 'REAL LIFE' CASES. IT ENCOURAGES STUDENTS TO USE HUMANISTIC PERSPECTIVES TO THINK ABOUT THE EXPRESSION AND EMBODIMENT OF VALUES IN VARIOUS SETTINGS, AND PARTICULARLY ABOUT THE WAYS THAT RELIGION PROVIDES AN IDEOLOGICAL AND INSTITUTIONAL HOME FOR THIS PROCESS." THE REVIEWER HAD CONCERNS ABOUT THE DISCIPLINE SPECIFICITY OF THIS COURSE WHICH WERE ADDRESSED IN THE INSTRUCTOR INTERVIEW (SEE BELOW).

Instructor Interview

- IN THE INTERVIEW CONDUCTED AS PART OF THE RECERTIFICATION REVIEW, DR. PETERSON CLARIFIED THE PLACE OF "SOCIAL ETHICS" IN THE ACADEMIC DISCIPLINE OF RELIGIOUS STUDIES BY EXPLAINING THAT IT DIFFERS FROM THE NORMAL STUDY OF ETHICS AS A SUBFIELD OF PHILOSOPHY BY FOCUSING ON HOW INDIVIDUALS WHOSE ETHICS IS INFORMED BY RELIGIOUS COMMITMENT APPROACH ETHICAL ISSUES IN AREAS SUCH AS SOCIAL JUSTICE, WAR AND PEACE, WAR AND PACIFISM, TECHNOLOGY, ETC. SOCIAL ETHICS ALSO FOCUSES ON THE RESOURCES RELIGIOUS TRADITIONS PROVIDE TO EVALUATE OUR SOCIAL INSTITUTIONS AND TO CREATE A BETTER SOCIETY. ALTHOUGH THE COURSE DRAWS HEAVILY ON PHILOSOPHY FOR ITS PRESENTATION OF THE FUNDAMENTAL ETHICAL CONCEPTS, THE TEXTBOOK USED IN THE COURSE IS BY AN ETHICIST WHO IS SENSITIVE TO RELIGION AND WHO EMPLOYS MOSTLY RELIGIOUS EXAMPLES. DR. PETERSON WAS THUS ABLE TO ALLAY THE REVIEWER'S CONCERNS ABOUT HOW THE COURSE PROVIDES INSTRUCTION IN THE KEY THEMES, PRINCIPLES AND TERMINOLOGY OF THE DISCIPLINE OF RELIGION (RATHER THAN PHILOSOPHY).
- IN THE INTERVIEW DR. PETERSON EXPRESSED HER UNDERSTANDABLE DISMAY THAT CIT ALLOWED ONLY ONE TEXTBOOK FOR THE COURSE, WHEN THERE IS NO SUCH UNREASONABLE RESTRICTION WHEN THE COURSE IS TAUGHT LIVE.

Class Observation and Student Interviews

- NOT DEEMED NECESSARY FOR RECERTIFICATION OF THIS COURSE.

Conclusions

- REL 2174 IN BOTH ITS ONLINE AND LIVE FORMATS CLEARLY ACHIEVES THE PROGRAM AREA OBJECTIVES FOR GE (H). SOME REVISION OF THE SYLLABUS WILL BE NECESSARY TO INCORPORATE ALL THE REQUIRED ELEMENTS, AS EXPLAINED ABOVE. THE COURSE DOES A GOOD ENOUGH JOB OF ADDRESSING THE CONTENT, COMMUNICATION, AND CRITICAL THINKING GE SLOs, THOUGH SOMEWHAT LESS WELL IN THE ONLINE VERSION THAN IN THE LIVE VERSION. DISCUSSION POSTS, RESPONSES TO DISCUSSION POSTS, AND WEEKLY BLOG POSTS ARE MEANT TO TAKE THE PLACE OF ACTUAL DISCUSSION AMONG STUDENTS IN THE WEEKLY DISCUSSION SECTIONS THAT ARE PART OF THE LIVE COURSE. THESE POSTS CANNOT PROPERLY BE REGARDED AS ORAL COMMUNICATION. THE PROBLEM IS NOT SPECIFIC TO THIS COURSE, HOWEVER, BUT A GENERAL PROBLEM WITH THE SATISFACTION OF THE COMMUNICATION GE SLO IN ONLINE COURSES.



REL 2174: SOCIAL ETHICS

ANNA PETERSON

Section: 07FC

Term: Fall 2013

3 Credits

Email: annap@ufl.edu	Office Hours: will be posted by the start of classes
Phone: 352-273-2936	Skype: annapeterson3

Teaching Assistant: Mary Puckett

Email: m.puckett@ufl.edu	Office Hours: Wednesdays, 4-5:30pm; Anderson 17
Phone: 352-273-2922	Skype: mary.puckett5, Thursdays, 2-3:30pm

- Please post general questions on the Course Questions discussion board (the type of thing that you would raise your hand in class to ask.) This is the fastest way to get your questions answered.
- For personal or grade questions, please e-mail Dr. Peterson or make an appointment by e-mail to speak with her on Skype or telephone.
- If you need to meet in person, please make an appointment via email.

COURSE WEBSITE: <http://lss.at.ufl.edu>

COURSE DESCRIPTION:

Social ethics involves rigorous, careful reflection on the ways that moral ideas and practices are embodied in collective contexts. It asks about the shape of a good society, the relationship between individual and social values, and the ways that institutions and practices contribute to social goods. In order to explore these questions we class begin in this class with basic concepts, thinkers, and theoretical frameworks in social ethics. We then turn to the moral dimensions of contemporary social issues, including war and peace, economic justice, science and technology, and environmental sustainability. Throughout the course, we will learn about and discuss diverse religious and philosophical traditions, in order to understand different dimensions of particular problems and also to identify important aspects of ethical reflection, argument, and decision-making.

In discussions and written assignments, students will be encouraged to think critically about ethical claims and to analyze the arguments supporting these claims, the conditions that facilitate or hinder constructive dialogue and problem-solving, and the values underlying different arguments.

PREREQUISITES

Course Prerequisites: none

COURSE MATERIALS

Required Reading: Anthony Weston, *A 21st Century Ethical Toolbox* (Oxford University Press) and additional materials posted on Sakai.

SPECIAL NEEDS

Religious Observance: Please check your calendars against the course schedule. Any student having a conflict in the exam schedule, or feeling that they will be disadvantaged by missing a lesson or course requirement due to religious observance, should contact me as soon as possible so that we can make necessary arrangements.

Disabilities: The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center and (2) bring a letter to the instructor indicating your need academic accommodations. **This should be done in the first week of class.** Please let me know as soon as possible if you have a disabling condition and would be helped by arranging alternate conditions for the course and/or for the evaluation process.

GRADING SCALE

Point Scale	Scale	Grade	Grade Point	Points Scale	Scale	Grade	Grade Point
771-820	94-100%	A	4.0	598-630	73-76%	C	2.0
738-770	90-93%	A-	3.67	574-590	70-72%	C-	1.67
713-737	87-89%	B+	3.33	549-573	67-69%	D+	1.33
680-712	83-86%	B	3.0	517-548	63-66%	D	1.0
656-679	80-82%	B-	2.67	492-516	60-62%	D-	0.67
631-655	77-79%	C+	2.33	<491	<59%	E	0.0

REQUIREMENTS

Assignment Type	Description	Points Each	Total %
Discussion Posts (weekly)	<p>Much of the learning in this course will come from group discussions using the Discussion tool in e-learning. Before engaging in the on-line discussions, you should think back to the readings and other activities associated with the module. You should then think about how the discussion prompts relate to those readings and activities. Your answers to the questions should, where possible, make reference to the readings or other activities. Your answers should not be mere opinion but informed opinion, referring to readings, films, and other course materials in detail.</p> <p>Use the Discussion tool in Sakai to post a paragraph or two in response to the prompt that is original, academic, and supported by the course materials.</p>	15	15
Discussion Responses to Peers (at least 2 weekly)	2 thoughtful responses (a few sentences) to one different classmate's Discussion Posts for each forum.	5	5
Blog (weekly)	Weekly blog posts to be completed by midnight on Friday each week, on an assigned topic related to the weeks' readings and themes. Blog posts should be academic, clear, well-written, and well-argued. They should NOT be stream of consciousness or mere expression of opinion or feelings. Each blog post should be at least 250 words, answering the specific question asked each week and also the implied question: "Why or why not?" Whenever possible, provide concrete examples to support your arguments. Your blog posts should build on each other as a way to develop your own ethical framework. You can refer to past posts as well as to course readings in your blog. The blog will be handed in as a portfolio at the end of the class.	20	20
Module 1-2 exam	This exam will include short essays and other short-answer written responses. It will cover all the readings and other assigned media for modules 1 and 2.	15	15
Module 3 exam	This exam will include short essays and other short-answer written responses. It will cover all readings and assignments for Module 3.	15	15
Final exam	This exam will include short essays and other short-answer written responses. It will cover all readings and assignments from Modules 4 and 5.	15	15

Book review	Review of an ethics book, chosen based on instructions provided by the instructor. Book review will be at least 2000 words in length and follow assigned format.	15	15
Handbook Quiz	Quiz on the Handbook pages found on the Course Materials Page. No points given, but if you do not pass this quiz you will be required to write a report on the subject.		C/N
FINAL PROJECT	Hand in complete blog as a single document with a short (2-3 page) reflection on the project as a whole.		
Total			100

ACADEMIC HONESTY

If several students habitually begin the test at the same time, or if other digital evidence provided by Sakai suggests that students have attempted to cheat by cooperating then students suspected of dishonesty may be offered a chance to retake an in-person proctored exam without the benefit of notes or textbooks in order to verify their knowledge of the material. Cheating is a violation of the **honor code and may result in disciplinary action up to and including expulsion from the University.**

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Be sure to read the pages in the links on the course materials page. If you have a general course question, please post it on the discussion board.

For issues with technical difficulties **for e-Learning in Sakai, please contact the UF Help Desk at:**

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Rel. 2174: Social Ethics, Spring 2007

Instructor: Anna Peterson
Office: 105 Anderson Hall, tel. 392-1625, ext. 226
Office hours: to be announced
E-mail: alp@religion.ufl.edu

Description and Outline

In this course, we will explore different religious and philosophical approaches to important social issues. The course will begin with a discussion of basic concepts and methods in social ethics, as a foundation for analysis of specific issues, including war and peace, environmental protection, and economic justice. For each of these issues, we will learn about and discuss various, often contrasting, perspectives. In class discussion and in written assignments, students will be encouraged to think critically about ethical claims and to analyze the arguments supporting these claims.

Course Objectives and Goals

1. To learn basic concepts and approaches in religious and philosophical social ethics.
2. To learn about important debates, issues, and perspectives on the specific social issues discussed in class.
3. To improve students' ability to discuss and analyze ethical claims and supporting arguments.
4. To improve students' ability to express, in writing and orally, their own ethical claims and to provide appropriate supporting evidence for these claims.

Policies and Rules

1. *Honor Code*: On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student(s) demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.
2. *Late or Make-Up Assignments*: You may take an exam early or receive an extension on an exam or essay assignment only in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down ½ grade (e.g., from B+ to B) for each day late.
3. *Attendance and Participation*: Class attendance is required. Poor attendance will harm your course grade. Students should arrive on time and prepared to discuss the day's readings.
4. *Common Courtesy*: Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. You may take notes on a

laptop computer, although the instructor reserves the right to ask you to turn off the computer if circumstances warrant. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering) to leave the class.

5. *Accommodation for Disabilities*: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Required Reading

Books (available at Goering's Textbook Center and on reserve at Library West)

Anthony Weston, *A Practical Companion to Ethics*

Reinhold Niebuhr, *Moral Man and Immoral Society*

John Howard Yoder, *For the Nations: Essays Public and Evangelical*

Sharon Welch, *After Empire: The Art and Ethos of Enduring Peace*

Juliet Schor, *The Overspent American: Why We Want What We Don't Need*

Reader (available as photocopies at University Copy Center, on University Avenue)

* José Míguez Bonino, *Toward a Christian Political Ethics* (Fortress, 1983), pp. 11-21, 79-115

Please note: Additional readings may be required as announced.

Assignments and Grading

1. Short essay, due January 23 (15% of grade)
2. Take home exam due March 10 (20% of grade)
3. In class exam on April 5 (20% of grade)
4. Quizzes (10% of grade)
5. Final exam (25% of grade)
6. Participation in discussion sections (10% of grade). This requires that you attend class, do the assigned readings in advance, and participate in an engaged, respectful, and informed way in discussions. Unexcused absences from your discussion section will lower your grade.

Schedule

Lectures will be held on Tuesdays, 2nd-3rd period (8:30-10:25 a.m.) in Turl 2305. Discussion sections will meet on Thursdays, with time and place dependent upon section. You must complete the reading assignment before class (lecture or discussion) meets that day.

<u>Date</u>	<u>Assignment</u>
Tues. 1/09	Introduction to the class

Thurs. 1/11 Weston, Introduction and Chapters 1-2

Tues. 1/16 Weston, Chapters 3-5

Thurs. 1/18 Weston

**** Short writing assignment due by 4 pm on Monday, Jan. 23 ****

Tues. 1/23 Niebuhr, Introduction and Chapters 1-3

Thurs. 1/25 Niebuhr

Tues. 1/30 Niebuhr, Chapters 4-7

Thurs. 2/01 Niebuhr

Tues. 2/06 Niebuhr, Chapters 8-10

Thurs. 2/08 Niebuhr QUIZ

Tues. 2/13 * Miguez Bonino, all

Thurs. 2/15 Miguez Bonino

Tues. 2/20 Yoder, Introduction and Chapters 1-4

Thurs. 2/22 Yoder

Tues. 2/27 Yoder, Chapters 5-8

Thurs. 3/01 Yoder

Tues. 3/06 Yoder, Chapters 8-12

Thurs. 3/08 Yoder

**** Take-home exam due Friday, March 10 at 4 pm. If you are leaving for Spring Break before then, you must hand a print copy of the exam in to 107 Anderson before leaving. ****

Week of 3/12: SPRING BREAK

Tues. 3/20 Welch, Preface and Chapters 1-2

Thurs. 3/22 Welch

Tues. 3/27 Welch, Chapters 3-5

Thurs. 3/29 Welch

Tues. 4/03 Welch, Chapters 6-7

Thurs. 4/05 IN CLASS EXAM

Tues. 4/10 Schor, Preface and Chapters 1-3

Thurs. 4/12 Schor

Tues. 4/17 Schor, Chapters 4-6 and Epilogue
Thurs. 4/19 Schor QUIZ

Tues. 4/24 Review session

FINAL EXAM

**REL 2174: ETHICS IN AMERICA
FALL 2014**

Instructor: Anna Peterson
Office: 105 Anderson (Mailbox in 107 Anderson)
Tel. 392-1625, fax 392-7395
E-mail: annap@ufl.edu
Office Hours: TBA

Description

This class has a twofold purpose: to teach crucial ways of thinking about ethics as an academic discipline while also enabling students to reflect on and analyze ethical issues facing contemporary American society. We will focus in particular on the problems and opportunities created by the diversity in different areas of American cultural and religious life.

As a foundation for thinking about ethical dimensions of contemporary issues, the course will provide an overview of ethics as an academic discipline, including introductions to major ethical theories and thinkers. We will also examine particular case studies, focusing on religious, racial, and cultural diversity in the U.S. We will explore the ways that issues such as justice, integration, cultural autonomy, and the common good shape visions of an ethical society. We will also address various obstacles – cultural, economic, and political – that make those visions difficult to achieve.

Course Objectives

General Education Humanities Objectives

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

This class will accomplish these goals in the following ways:

1. We will examine the historical development and central issues, thinkers, and themes in social ethics.
2. Students will learn to identify ethical dimensions of arguments and to identify and analyze value claims in diverse contexts and multiple perspectives.
3. Students will improve their ability to express, in writing and orally, their own analytical arguments about ethical values and claims.
4. Students will identify and critique the ways that different factors shape the ethical claims made in diverse religious and philosophical positions.

General Education Diversity Objectives

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to

distinguish opportunities and constraints faced by other persons and groups.

This class will accomplish these goals in the following ways:

1. We will identify and address the norms that underlie cultural differences within the United States, through an examination of specific issues including racial conflict and reconciliation, religious diversity, and diverse moral debates.
2. We will identify and analyze the ethical dimensions of specific social issues, including race, cultural and religious diversity and economic disparities.
3. We will examine diverse approaches to the study of ethics, including major religious and philosophical models, with an emphasis on the ways that diverse perspectives and value systems come into contact.
4. We will explore the ways that groups and individuals who hold different value systems can engage in constructive dialogue about ethical issues.
5. We will study some ways that ethical discussions about diversity and related issues influence social movements and policies.

General Education Student Learning Outcomes (SLOs)

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through performance on the written assignments, including essays, exams, and occasional short in-class assignments. In these assignments, students will apply the information and ideas learned in the course reading, lecture, and discussions. The communication outcome will also be assessed primarily through the writing assignments, in which students are required to reason well and convey their knowledge and ideas clearly. Communication will also be assessed through class discussions. Critical thinking is fundamental to this course. This component will be assessed by measuring the degree to which papers effectively analyze information and develop reasonable explanations in a manner appropriate to social ethics and diversity in contemporary American society.

Policies, Rules, and Resources

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance and Participation:

Class attendance is required. Do not register for this class if you cannot arrive on time. Students should arrive on time and prepared to discuss the day's readings. Tardiness harms your

understanding of the material and disrupts the class. After the first late arrival, the instructor reserves the right to mark you absent. The instructor will not provide notes or discuss material that has already been covered for students who arrive late, barring extraordinary circumstances (which do not include failing to find a parking place or sleeping in).

Please let me know about any planned absences (for religious holidays, athletic events, or other reasons) as soon as possible. For unplanned absences (due to illness or emergency), please let me know as soon as possible and please provide documentation (e.g., doctor's note) if possible.

Make-up policy: I will arrange for a make-up or early in-class exam only with sufficient notice. If you are out of town when an out-of-class assignment is due, you must email it to me on the date due and then provide a print copy when you return to Gainesville.

If you do not receive an extension from the instructor, assignment will be marked down a half grade (e.g., from B+ to B) for each day late.

Completion of All Assignments: You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing any assignment or requirement.

Handing in Assignments: Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of my office, the main department office, or the teaching assistant's office. Please also keep a dated electronic copy of all your papers.

Common Courtesy: Cell phones and other electronic devices must be turned to vibrate during class (in order to be available for the UF emergency system). Students who receive or make calls during class will be asked to leave and will be marked absent (unexcused) for the day.

Laptop and tablet use: You may take notes on a laptop computer, although the instructor reserves the right to ask you to turn off the computer if circumstances warrant. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. If that occurs, the student will be marked absent for the day.

Honor Code: On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student(s) demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

Accommodation for Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting

accommodation.

Counseling and Emergency Resources: Resources available on-campus for students include the following:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.
- For security issues, please contact the University Police Department: 392-1111, or 911 for general emergencies.

Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Required Books

Anthony Weston, *A 21st Century Ethical Toolbox* (Oxford University Press, 2013).

James Cone, Martin & Malcolm & America (Orbis Books, 2012).

Robert Wuthnow, *America and the Challenges of Religious Diversity* (Princeton: Princeton University Press, 2007).

Required Articles and Chapters (available on Sakai)

Robert Bellah, Richard Madsen, William Sullivan, Ann Swidler, and Steven Tipton, *The Good Society* (New York: Vintage Books, 1992), "Introduction: We Think Through Institutions," pp. 3-18.

Martin Luther King, Jr., "Letter from a Birmingham Jail,"

http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

http://www.ted.com/talks/damon_horowitz.html

Course Requirements

1. Attendance and participation in class discussions, including timely and close reading of all assigned texts (10% of final grade).
2. Two short essays (3-4 pages each) (20% of final grade each, total 40%).
I will give you questions/prompts for these essays at least a week in advance of the due date. The essays will be based on course readings and discussions, and grades will be based on the accuracy of your understanding of the material; the organization and clarity of your writing;

the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

3. Midterm Exam (20% of final grade).

The exam will cover any and all material covered in the semester up to that date. It will include short answer and short essay questions. Grades will be based on the accuracy of your understanding of the material; the organization and clarity of your writing; the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

4. Final exam (30% of final grade).

This exam will be cumulative. It will cover all course readings and discussions. It will include both short answer and short essay questions. Grades will, as always, be based on the accuracy of your understanding of the material; the organization and clarity of your writing; the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

In addition: While it is not a requirement, students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>. Student feedback is very important and we appreciate your taking the time to provide it.

Grading Scale

A	93-100 (4.0)
A-	90-93 (3.67)
B+	87-89 (3.33)
B	84-86 (3.0)
B-	80-83 (2.67)
C+	77-79 (2.33)
C	74-76 (2.0)
C-	70-73 (1.67)
D+	67-69 (1.33)
D	64-66 (1.0)
D-	60-63 (0.67)
E	0-60 (0)

For information on UF grading policies, please see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Please note: A “C-” will not be a qualifying grade for major, minor, General Education, Gordon Rule or College Basic Distribution credit. You must receive a “C” or better in order to receive that credit.

Schedule

Week	Date	Topic	Reading
1	M 8/25	Introduction to the Class	
	W 8/27	Defining Social Ethics	Weston, Ch. 1
	F 8/29	Finding Ethics	Walker and Kerasote (in Weston)
2	M 9/1	Holiday – No Class	
	W 9/3	Social Ethics	Weston, Ch. 2
	F 9/5	The Good Society	Bellah, et al., The Good Society, “We Live Through Institutions”
3	M 9/8	Religious Ethics	Weston, Ch. 3
	W 9/10	Religious Ethics	Jamal Rahman, "Making Peace with the Sword Verse" (in Weston)
	F 9/12	Taking Values Seriously	Weston, Ch. 4 **Short Essay Due
4	M 9/15	Deontological Ethics	Weston, Ch. 5
	W 9/17	Rights and Ethics	United Nations Declaration of Human Rights (in Weston)
	F 9/19	Utilitarian Ethics	Weston, Ch. 6
5	M 9/22	Utilitarianism	Mill, Russell, and Singer (in Weston)
	W 9/24	Virtue Ethics	Weston, Ch. 7
	F 9/26	Virtue Ethics	Lao Tzu, Tao Te Ching (in Weston)
6	M 9/29	Care Ethics	Weston, Ch. 8
	W 10/1	Care Ethics	Wireidi and Leopold (in Weston)
	F 10/3	**Midterm Exam	
7	M 10/6	Ethical Diversity	Weston, Ch. 12

	W 10/8	Ethical Conflict	Roger Gottlieb, "Can We Talk?" (In Weston)
	F 10/10	Holiday – No Class	
8	M 10/13	Moral Visions	Weston, Ch. 15
	W 10/15	Race and Moral Vision	Cone, Introduction and Ch. 1
	F 10/17	Martin & Malcolm	Cone, Ch. 2
9	M 10/20	Race and the Good Society	Cone, Ch. 3
	W 10/22	Critique of the Good Society	Cone, Ch. 4
	F 10/24	Race and Moral Vision	M. L. King, "I Have a Dream"
10	M 10/27	Religious Ethics	Cone, Ch. 5
	W 10/29	Religious Ethics	Cone, Ch. 6
	F 10/31	Martin Luther King, Jr	M. L. King, "Letter from Birmingham Jail"
11	M 11/3	Race, Class, and Militarism	Cone, Ch. 7-8
	W 11/5	Ideological Diversity	Cone, Ch. 9, Two Roads to Freedom
	F 11/7	Malcolm X	Film: X **Short Essay Due
12	M 11/10	American "Exceptionalism"	Wuthnow, Ch. 1
	W 11/12	The New Diversity	Wuthnow, Ch. 2
	F 11/14	What Diversity Means	Wuthnow, Ch. 3
13	M 11/17	"Spiritual Marketplace"	Wuthnow, Ch. 4
	W 11/19	The "Big Tent"	Wuthnow, Ch. 5
	F 11/21	Resisting Diversity	Withnow, Ch. 6
14	M 11/24	Public Goods	Wuthnow, Ch. 7
	W 11/26	Holiday – No Class	

	F 11/28	Holiday – No Class	
15	M 12/1	Local Congregations	Wuthnow, Ch. 8
	W 12/3	Mixed Marriages	Wuthnow, Ch. 9
	F 12/5	Pluralism and the Good Society	Wuthnow, Ch. 10
16	M 12/8	Reframing Moral Dilemmas	Weston, Ch. 14
	W 12/10	Integrating Values	Cone, Conclusion

**Final Exam: Date TBA