

**Current Information:**

- I. A.) DEPARTMENT NAME: Religion
- B.) COURSE NUMBER, and TITLE: REL 2174 Social Ethics
- C.) CREDIT HOURS: 3 D.) PREREQUISITES: None
- E.) CURRENT CLASSIFICATION
1. General Education Code:  B  C  D  H  M  N  P  S  None
2. Writing Requirement:  E2  E4  E6  None
3. Math Requirement:  M  None

**Requests:**

- II. GENERAL EDUCATION
- A.) Requested Classification:  B  C  D  H  M  N  P  S
- B.) Effective Date:  Fall  Spring  Summer 2013 (year)
- Or
- 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)

**III. WRITING REQUIREMENT** **MATH REQUIREMENT** 

- A.) Requested Classification  E2  E4  E6
- B.) Effective Date:  Fall  Spring  Summer \_\_\_\_\_ (year)
- Or
- 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)
- C.) Assessment:
- 1.) What type of feedback will be provided to the student (in reference to writing skill)?
- \_\_\_\_\_ Grade \_\_\_\_\_ Corrections \_\_\_\_\_ Drafts \_\_\_\_\_ Other
- 2.) Will a published rubric be used?

#### IV. ATTACH A DETAILED SYLLABUS

#### V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

**VI. SUBMISSION AND APPROVALS**

Department Contact:

Contact Name: Anna Peterson

Phone 392-1625 Email annap@ufl.edu

College Contact:

College Name: College of Liberal Arts & Sciences

College Contact Name: David Pharies

Phone 392-2264 Email pharies@ufl.edu

**Section:** 07FC**Term:** Fall 2013**3 Credits**

<b>Email:</b> <a href="mailto:annap@ufl.edu">annap@ufl.edu</a>	<b>Office Hours:</b> TBA
<b>Phone:</b> 352-273-2936	<b>Skype:</b> annapeterson3

- 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.

## **COURSE OBJECTIVES**

### General Education Humanities Objectives

1. To become familiar with diverse approaches to the study of ethics, including both religious and philosophical themes, theories, and methodologies;
2. To learn about and discuss specific case studies in social ethics, including war and peace, economic issues, environmental sustainability, and science and technology;
3. To improve students' ability to discuss and analyze theoretical claims and supporting arguments and to respond to the claims and arguments of other students as well as authors read in the class; and
4. To improve students' ability to express their own analytical arguments.

### General Education Student Learning Outcomes

1. To learn the history, underlying theory and methodologies used to analyze moral claims in philosophical and religious social ethics;
2. To identify and analyze key elements, biases and influences that shape scholarly thinking about ethics, not only in philosophical literature but also in discussions about concrete issues;
3. To approach these issues from diverse theoretical and methodological perspectives; and
4. To communicate the information and forms of analysis developed in this course in a clear, organized, and effective way in written work.

### Other Student Learning Outcomes

1. To learn about and analyze the importance of the thinking critically about ethical dimensions of different contemporary social issues;
2. To understand the ways different approaches to social ethics enter into contemporary cultural and scholarly debates;
3. To read and analyze prominent thinkers in social ethics and to compare not only their substantive arguments but also the ways their different foundational assumptions and methodologies shape their thinking; and
4. To craft well-informed critical written analyses of the issues at hand, with a comparative perspective based on cumulative reading and comprehension of all course materials.

## PREREQUISITES

**Course Prerequisites:** none

## COURSE MATERIALS

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

## GETTING HELP

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

- [helpdesk@ufl.edu](mailto: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.

## SPECIAL NEEDS, POLICIES, AND RESOURCES

**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.

**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. This includes discussion forum posts and replies, the initial syllabus and handbook quiz, and blog posts, in addition to exams and the book review.

**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.

**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.

#### **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>.

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.**

**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>

**GRADING SCALE**

Point Scale	Scale	Grade	Grade Point
771-820	94-100%	A	4.0
738-770	90-93%	A-	3.67
713-737	87-89%	B+	3.33
680-712	83-86%	B	3.0
656-679	80-82%	B-	2.67
631-655	77-79%	C+	2.33

Points Scale	Scale	Grade	Grade Point
598-630	73-76%	C	2.0
574-590	70-72%	C-	1.67
549-573	67-69%	D+	1.33
517-548	63-66%	D	1.0
492-516	60-62%	D-	0.67
<491	<59%	E	0.0

*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.



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
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
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
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. Oct. 4		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. Nov. 1		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

Book review	Review of an ethics book, chosen from a list provided by the instructor. Book review will be at least 2000 words in length and follow assigned format. Due Nov. 22.		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.		15
Total			100

## SCHEDULE AND OBJECTIVES

### WEEK 1

#### #1: Introduction to the class

READ: Handbook and syllabus

#### #2: Defining Ethics as an Academic field)

READ: Weston, Ch. 1, ARe-introducing Ethics@

### WEEK 2

#### #3: Defining Social Ethics

READ: Bellah, et al., *The Good Society*, AWe Live Through Institutions@; Cobb, ADefining Normative Community@

#### #4: Obstacles to thinking ethically

READ: Weston Ch. 2, AEthics-Avoidance Disorders@

MEDIA: Media: ARoger and Me@ ([https://www.youtube.com/channel/HC2rPc5KGw\\_qE](https://www.youtube.com/channel/HC2rPc5KGw_qE), available for \$1.99)

### WEEK 3

#### #5: Religious Social Ethics

READ: Weston, Ch 3, *A Ethics and Religion*; Yoder, *A The Kingdom as Social Ethic*

**#6: Varieties of Ethics**

READ: Weston, Ch. 4, *A Taking Values Seriously*

**WEEK 4**

**#7: Deontological Ethics**

READ: Weston, Ch 5, *A The Ethics of the Person*; Regan, *The Case for Animal Rights*

MEDIA: *AA Short Introduction to Kant=s Categorical Imperative,*

<http://www.youtube.com/watch?v=oDP4vSSuuHk>

MEDIA: *The Heinz Dilemma?*

[http://www.youtube.com/watch?feature=player\\_embedded&v=5czp9S4u26M](http://www.youtube.com/watch?feature=player_embedded&v=5czp9S4u26M)

**WEEK 5**

**#8: Utilitarian Ethics**

READ: Weston, Ch 6, *A The Ethics of Happiness*; Singer, *A All Animals are Equal,* from *Animal Liberation*

**WEEK 6**

**#9: Virtue Ethics**

READ: Weston, Ch 7, *A The Ethics of Virtue*; Aristotle, *Nicomachean Ethics*

MEDIA: *ARomero* (entire movie is on YouTube:

<https://www.youtube.com/watch?v=6hAdhmosepI>)

**WEEK 7**

**#10: Care Ethics**

READ: Weston, Ch 8, *A The Ethics of Relationship*; Ruddick, *AMaternal Thinking*

**\*\*\*MODULE 1-2 EXAM OCT 4 \*\*\***

**WEEK 8**

### **#11: Critical Thinking in Social Ethics**

READ: Weston, Ch. 9, [ACritical Thinking](#); Caudill, [AInternet privacy](#)

### **#12: Making Judgments**

READ: Weston, Ch. 10, [AJudging Like Cases Alike](#)

MEDIA: Mikko Hypponen, [AThree Types of Internet Attack](#),  
[http://www.ted.com/talks/mikko\\_hypponen\\_three\\_types\\_of\\_online\\_attack.html](http://www.ted.com/talks/mikko_hypponen_three_types_of_online_attack.html)

## **WEEK 9**

### **#13: Ethical Dialogue**

READ: Weston, Ch. 11, [ADialogue](#)

### **#14: Ethical Dilemmas**

READ: Weston, Ch. 12, [AWhen Values Clash](#); Carey, [ACat Fight](#); HSUS, [AThe Outdoor Cat](#); Loss et al., [AThe Impact of Free-Ranging Domestic Cats](#)

## **WEEK 10**

### **#15: Problem Solving**

READ: Weston, Ch. 13, [ACreative Problem Solving](#); Minter and Manning, [APragmatism in Environmental Ethics](#)

### **#16: Reframing Problems**

READ: Weston, Ch. 14, [AReframing Problems](#); Nash, [AOn the Subversive Virtue: Frugality](#); Maniates, [AIndividualization](#)

MEDIA: Watch one short film from [AThe Story of Stuff](#) site:

<http://www.storyofstuff.org/movies-all/>

## **WEEK 11**

### **#17: Moral Visions and the Good Society**

READ: Weston Ch. 15, [AMoral Vision](#); Berry, [AWhat Are People For?](#)

MEDIA: Watch video of M. L. King, AI have a dream@ speech  
(<https://www.youtube.com/watch?v=smEqnnklfYs>)

**\*\*\*MODULE 3 EXAM: NOV 1\*\*\***

## **WEEK 12**

### **#18: The Ethics of War and Peace**

READ: Michael Walzer AThe Crime of War@ Oscar Romero, AFourth Pastoral Letter@; US Bishops, AThe Challenge of Peace@; and three short articles by Stanley Hauerwas: AOut of Silence,@ ASermons after Tuesday,@ and ASeptember 11: A Pacifist Response@ (available at <http://stanleyhauerwas.blogspot.com/p/articles-addresses-by-hauerwaus.html>)

MEDIA: Excerpts from ASoldiers of Conscience,@  
<https://www.youtube.com/user/soldiersofconscience>

## **WEEK 13**

### **#19: Social Ethics and Economics**

READ: Castells, AOccupy Wall Street@; US Catholic Bishops, AEconomic Justice for All@

MEDIA: <http://www.npr.org/2012/06/08/154579990/born-to-be-wild-catholic-nuns-hit-the-road>

MEDIA: AWal-Mart The High Cost of Low Prices@

[http://movies.netflix.com/WiMovie/Wal-Mart\\_The\\_High\\_Cost\\_of\\_Low\\_Price/70040809?trkid=13005719](http://movies.netflix.com/WiMovie/Wal-Mart_The_High_Cost_of_Low_Price/70040809?trkid=13005719)

## **WEEK 14**

### **#20: Social Ethics and Technology**

READ: Berry, A*Twelve Paragraphs on Biotechnology*@; A*The Technology Challenge*,@ from *Working Toward Sustainability*; and reread Weston, A*Using Your Tools #7: Reframing Bioethical Issues*@ (pp. 387-394)

MEDIA: Damon Horowitz, A*Moral Operating System*,@

[http://www.ted.com/talks/damon\\_horowitz.html](http://www.ted.com/talks/damon_horowitz.html)

MEDIA: Jonathan Zittrain, A*The Web as Random Acts of Kindness*,@

[http://www.ted.com/talks/jonathan\\_zittrain\\_the\\_web\\_is\\_a\\_random\\_act\\_of\\_kindness.html](http://www.ted.com/talks/jonathan_zittrain_the_web_is_a_random_act_of_kindness.html)

**\*\*\*BOOK REVIEW DUE 11/22\*\*\***

## **WEEK 15 (Thanksgiving)**

### **#21: Individuals and Structures**

READ: Weston, Ch. 17, A*Making A Difference*@

## **WEEK 16**

### **#22: The Future of Ethics**

READ: Weston, Ch. 18, A*The Future of Ethics*@

MEDIA: William McDonough, Ted Talk, A*Cradle to Cradle design*@

<http://www.youtube.com/watch?v=IoRjz8iTVoo>

**\*\*\*FINAL EXAM: DATE AND TIME TBA\*\*\***