

Cover Sheet: Request 13283

REL3082 Global Ethics

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Anna Peterson annap@ufl.edu
Created	10/23/2018 3:12:12 PM
Updated	1/28/2019 11:23:49 AM
Description of request	I request H and N designations for this course and also a 2000 word writing requirement.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		10/23/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/26/2018
Modular debate-Global.docx					
General Education Committee	Pending	PV - General Education Committee (GEC)			11/8/2018 11/26/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13283

Info

Request: REL3082 Global Ethics

Description of request: I request H and N designations for this course and also a 2000 word writing requirement.

Submitter: Anna Peterson annap@ufl.edu

Created: 10/23/2018 3:10:17 PM

Form version: 1

Responses

Course Prefix and Number

Response:

REL

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:

Global Ethics

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:

Classroom

Request Type

Response:

Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:

Earliest Available

Effective Year

Response:
Earliest Available

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
Permanent

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
N, H

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E2



GLOBAL ETHICS
REL 3082

Instructor: Anna Peterson, Department of Religion
Office: 105 Anderson
Religion Department (mailbox): 107 Anderson
Tel. 352/273-2936 (direct line) or 352/392-1625 (department office)
E-mail: annap@ufl.edu
Fax 352/392-7395

Class schedule:

Room:

Office hours:

ABOUT THE CLASS

This course will explore the ethical dimensions of global social, political, and environmental issues. Students will learn about diverse theoretical approaches in philosophical and religious ethics and then use those approaches to understand and evaluate the moral issues involved in contemporary global issues, including human rights, war and peace, climate change, and public health. In examining these case studies, students will learn to “do ethics” in a rigorous way, identifying the moral aspects of a social, political, economic, or environmental problem; defining and analyzing the issues clearly; and evaluating the ways different theoretical and methodological approaches help clarify and address the problems.

We will pay particular attention to the roles of religion and cultural traditions in the emergence of problems, in people's interpretations of and responses to them, and in the development of solutions. We will also address the relationship between different scales – e.g., local, regional, and national – in both the emergence of these issues and the efforts to understand and address them.

GENERAL EDUCATION DESCRIPTION AND STUDENT LEARNING OUTCOMES

HUMANITIES DESCRIPTION

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.

HUMANITIES SLOs:

Content: Identify, describe, and explain the history, underlying theory and methodologies used. In this course, students will learn about the theories, and methodologies used in the discipline of religious ethics and specifically in the study of the relations between religion and nature. Students will study the historical development and current uses of different religious-ethical theories about nature. They will read and discuss major theories, thinkers, and issues in this field, learning to understand key arguments and the relations among them.

Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. In this class, students will study important factors affecting the ways people think about the value of nature and human relations to it. Students will learn about diverse religious and philosophical perspectives on the moral value of nature and human obligations to it. They will learn to analyze particular arguments and scholarly conversations in complex and critical ways.

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively. Students in this class will learn to communicate what they have learned clearly and effectively, in writing and orally. The class will strengthen students' ability to write and talk about moral and philosophical claims in clear, accurate, and comprehensive ways.

INTERNATIONAL DESCRIPTION

This designation is always in conjunction with another program area. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways

in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

INTERNATIONAL SLOs

Content: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. In this class, students will learn to identify and describe global problems that have ethical dimensions, understand the origins of these problems, and explain their contemporary situations and ramifications. Students will also learn about major ethical theories and how to evaluate and apply models that are especially relevant to global problems, with a focus on themes such as justice, human rights, equity, and sustainability. Students will also learn to understand the significance of cultural and religious diversity in the analysis of global problems and efforts to resolve these problems.

Critical Thinking: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. In this course, students will analyze and interpret the ethical dimensions of global and intercultural issues, learning to identify the core values and claims involved, the ways that people seek to realize these values in concrete situations, and the obstacles that may prevent that realization.

Communication: The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. See above under Humanities SLOs.

WRITING REQUIREMENT

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This course carries 2000 words that count towards the University Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to fail to meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

The writing requirement for this course will be fulfilled by the two short essays. Through writing and revising the papers, and participating in peer review, students will learn to organize their arguments with an appropriate thesis statement, detailed outline, adequate and relevant support for arguments, and clear and correct writing style. In writing assignments, students demonstrate skills in framing arguments, developing plans (outlines), identifying appropriate and accurate support for arguments, and introducing and concluding papers in persuasive and clear ways.

Students will receive feedback from the instructor on the final papers, including comments and suggestions on both content and writing, within 2 weeks of submitting the final papers. This

feedback will address content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics. The rubric that I use for evaluating all written work is attached at end of syllabus, along with the grading scale. In addition, I will provide specific guidelines for individual assignments closer to the time each is due.

In addition to the feedback from the instructor and the peer review, I encourage you to seek help from the university's Writing Studio (www.writing.ufl.edu), which offers support for writing in all fields and can be very helpful both in developing your first drafts and in polishing those drafts.

I recommend the Chicago manual of style (<https://www.chicagomanualofstyle.org/home.html>) as a guide for writing format and style. However, if you are used to following a different style guide, that is acceptable, as long as you check with me first and make sure to use the same format consistently throughout your paper.

RUBRIC FOR ESSAYS

Content

Excellent: The paper offers a direct and persuasive response to the topic; strong evidence is provided and treated with complexity; the paper exhibits excellent understandings and critical evaluations of sources

Good: The essay responds to the topic; it selects relevant evidence and presents it clearly; it chooses relevant sources and uses them appropriately

Satisfactory: The paper exhibits at least some evidence of ideas that respond to the topic; it provides adequate discussion with basic understanding of sources

Poor: The paper does not respond to the topic; does not use appropriate sources and/or does not understand them accurately

Organization and Coherence

Excellent: The paper is clearly organized around a strong thesis statement; arguments follow a logical progression leading to a persuasive conclusion

Good: The paper has a logical organization and builds to the conclusion in a way that is easy for the reader to follow

Satisfactory: The paper as a whole and individual paragraphs shows some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas

Poor: The paper is disorganized and difficult to follow; there is no clear thesis that organizes the arguments; transitions are lacking

Argument and Support

Excellent: The essay uses persuasive and confident presentation of ideas, strongly supported with evidence from well-chosen, clearly documented sources

Good: The paper presents ideas clearly and supports them with evidence that is relevant to the topic and well-documented

Satisfactory: Papers provide generalized discussion of ideas and adequate discussion and rely on some support for arguments

Poor/unsatisfactory: Documents make only weak generalizations, providing little or no support; summaries and narratives do not provide critical analysis

Style

Excellent: Word choice is complex and appropriate to the context, genre, and discipline. The essay as a whole displays complexity and logical sentence structure; the narrative flows clearly and is easy for the reader to follow.

Good: Word choice is appropriate to the context, genre, and discipline. Readers are able to follow the arguments without trouble.

Satisfactory: The paper displays a generally accurate use of vocabulary and correct sentence structure; writing style is mostly appropriate to the context, genre, and discipline

Poor/Unsatisfactory: The paper uses words that are inappropriate for the context, genre, or discipline. Documents may also use words incorrectly.

Mechanics

Excellent: Sentences use correct grammar, punctuation, and spelling.

Good: Papers will feature correct or error-free presentation of ideas, with no significant mistakes in grammar, spelling, and punctuation.

Satisfactory: Grammar, spelling, and punctuation are generally correct. Papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.

Poor/Unsatisfactory: Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility

GRADE SCALE

Letter Grade Percentage GPA points

A	94-100	4.0
A-	90-93	3.67
B+	87-90	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	0-59	0

POLICIES, RULES, AND RESOURCES

1. *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 or the department office. Please keep a dated electronic copy of all papers.
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. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange for the makeup. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.
3. *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.
4. *Attendance and Participation:* Class attendance is required. Please come to class prepared to discuss the readings assigned for each day. Students who have more than three unexcused absences will lose 1/3 of a letter grade (e.g., from B+ to B).
5. *Common Courtesy:* Cell phones should be turned off during class, except in emergencies, when you may set your phone to vibrate so you can receive notifications. Please notify the instructor at the start of class in this situation. You may take notes on a laptop computer, although the instructor and/or teaching assistant (TA) may ask you to turn off the computer if circumstances warrant. The instructor and TA reserve the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.
6. *Honor Code:* The honor code applies to this and all courses taken at UF: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment” (<https://archive.catalog.ufl.edu/ugrad/1617//advising/info/student-honor-code.aspx>).

The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. 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 may result in judicial action and sanctions, as specified in the Student Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>).

7. *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.

8. *Counseling 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.

9. *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.

READINGS

Books will be available on reserve at Library West in addition to the UF bookstore.

1. Kimberly Hutchings, *Global Ethics: An Introduction* (Polity Press, 2010)
2. Richard T. Ford, *Universal Rights Down to Earth* (Norton, 2012)
3. Jonathan Wolff, *The Human Right to Health* (Norton 2013).
4. Nigel Dower, *The Ethics of War and Peace* (Polity, 2009)
5. James Garvey, *The Ethics of Climate Change: Right and Wrong in a Warming World* (Bloomsbury, 2008).

ADDITIONAL READINGS

Additional short articles will be assigned for March 24-31 and possibly other classes as well. For additional readings, I will post pdf's on the course Canvas e-learning site and/or provide links for web-based readings, including the UN Declaration on Human Rights (Feb. 9).

REQUIREMENTS

Full instructions and assignment details, including evaluation criteria, will be provided for each of the out of class essays at least ten days before the due date.

1. *Participation* (10% of final grade). Participation requires consistent attendance, punctual arrival, and close reading of all assigned texts. You should complete the readings before class each day and be prepared to answer questions and participate actively in class discussions. I may give pop quizzes on the readings if students are consistently unprepared.
2. *In-class exam, Tuesday, Feb. 2* (20% of final grade). Analyze foundational claims and relative strengths and weaknesses of diverse theories in religious and philosophical ethics, with particular attention to their helpfulness in examining global issues.
3. *First short essay, on human rights, due in class on March 8* (25% of final grade). Reflect on human rights theory, taking a particular real-life issue and evaluating the ways that human rights theory does or does not help us understand and address the problem. Students will complete rough drafts and engage in peer review in class, and then submit the final revised essays for a grade. The essay should be a minimum of 1000 words.
4. *Second short essay, on ethical aspects of war and peace, due Tuesday, April 5* (25% of final grade). Reflect on the problem of war and peace from different ethical perspectives. Students will have to apply two or more distinct ethical theories and evaluate the strengths and weaknesses of each in relation to global political violence. Students will complete rough drafts and engage in peer review in class, and then submit the final revised essays for a grade. The essay should be a minimum of 1000 words.
5. *Modular Debate*, (20% of final grade). Modular debate on contemporary ethical issues, to be held in class. Every student will write a short (about 2 pages) position paper in addition to participating in the debate. The grade will be based on your individual paper, as explained in the instructions for the debate (attached).

GENERAL EDUCATION DESCRIPTION AND LEARNING OUTCOMES

HUMANITIES DESCRIPTION:

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.

HUMANITIES SLOS:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape scholarly thinking about ethics in international settings. Approach issues and problems within this field from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

INTERNATIONAL DESCRIPTION

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

INTERNATIONAL SLOS

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.
- The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas – Humanities, for this class.

WRITING REQUIREMENT

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This course carries 2000 words that count towards the University Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to fail to meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

The writing requirement for this course will be fulfilled by the two short essays. Through writing and revising the papers and participating in peer review, students will learn to organize their arguments with an appropriate thesis statement, detailed outline, adequate and relevant support for arguments, and clear and correct writing style. In writing assignments, students demonstrate skills in framing arguments, developing plans (outlines), identifying appropriate and accurate support for arguments, and introducing and concluding papers in persuasive and clear ways.

Students will receive feedback from the instructor on the final papers, including comments and suggestions on both content and writing, within 2 weeks of submitting the final papers. This feedback will address content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics. Along with this syllabus, you will receive the rubric that I use for evaluating all written work, along with the grading scale. In addition, I will provide specific guidelines for individual assignments closer to the time each is due.

In addition to the feedback from the instructor and peer review, I encourage you to seek help from the university's Writing Studio (www.writing.ufl.edu), which offers support for writing in all fields and can be very helpful both in developing your first drafts and in polishing those drafts.

I recommend the Chicago manual of style (<https://www.chicagomanualofstyle.org/home.html>) as a guide for writing format and style. However, if you are used to following a different style guide, that is acceptable, as long as you check with me first and make sure to use the same format consistently throughout your paper.

SCHEDULE

<u>Date</u>	<u>Topic and Assignments</u>
Tu. 1/5	Introduction to the class: syllabus, assignments and expectations
Th 1/7	Introduction to ethical theory: overview of major theoretical models used to address global ethical problems
Tu 1/12	How does ethics change when applied in a global setting? Reading: Hutchings, <i>Global Ethics</i> , Ch. 1: What is Global Ethics?
Th 1/14	Major rationalist ethical theories (Kant, Utilitarians, Social Contract) Reading: Hutchings, <i>Global Ethics</i> , Ch. 2: Rationalist Ethical Theories
Tu 1/19	Alternative theoretical models: strengths and weaknesses Reading: Hutchings, <i>Global Ethics</i> , Ch. 3: Alternatives to Ethical Rationalism
Th 1/21	Distributive justice; ethics of international aid and relief Reading: Hutchings, <i>Global Ethics</i> , Ch. 4: Ethics of International Aid and Development and Ch. 5: Global Distributive Justice
Tu 1/26	Ethics of war and peace Reading: Hutchings, <i>Global Ethics</i> , Ch. 6: Ethics of War, and Ch. 7: Making and Sustaining Peace
Th 1/28	Connecting global and local problems and solutions Reading: Hutchings, <i>Global Ethics</i> , Ch. 8: Global Ethics in a Global Context

- Tu 2/2 In-class exam on ethical theories
- Th 2/4 Human Rights: What are “universal rights”? How did they emerge? Why are they important politically and ethically in an international setting?
UN Declaration on Human Rights (<http://www.un.org/en/documents/udhr/>)
Reading: Ford, *Universal Rights Down to Earth*, part 1
- Tu 2/9 Critiques and questions about global human rights theories and applications.
Reading: Ford, *Universal Rights Down to Earth*, part 2 and conclusion
- Th 2/11 Rights to health: Is health a global human right?
Reading: Wolff, *The Human Right to Health*, Ch. 1
- Tu 2/16 What are some specific aspects and challenges in thinking of health as a universal right?
Reading: Wolff, *The Human Right to Health*, Ch. 2
- Th 2/18 Ethical issues raised regarding HIV/AIDS as an international health issues
Reading: Wolff, *The Human Right to Health*, Ch. 3: HIV/AIDS
- Tu 2/23 Challenges and opportunities in global health rights; contemporary issues
Reading: Wolff, *The Human Right to Health*, Ch. 4 and 5
- Th 2/25 Peer review in class for first essay assignment (human rights). Final revision due Tuesday 3/8 in class.
- Week of 2/29 SPRING BREAK
- Tu 3/8 Introduction to the ethics of war and peace
Reading: Dower, *Ethics of War and Peace*, Ch. 1
** First essay due in class
- Th 3/10 Major ethical models used to address problems of war and peace; just war theory; pacifism
Reading: Frowe, *The Ethics of War and Peace*, Ch. 2-3
- Tu 3/15 Case studies in the ethics of war and peace
Reading: Frowe, *The Ethics of War and Peace*, Ch. 4
- Th 3/17 Contemporary challenges; humanitarian aid; reconstruction and *jus post bellum*
Reading: Peace: Frowe, *The Ethics of War and Peace*, Ch. 5-6

- Tu 3/22 Comparative evaluation of models used to address the ethics of war and peace, both theoretically and practically
Reading: Frowe, *The Ethics of War and Peace*, Ch. 7-8
- Th 3/24 Muslim approaches to just war theory
Reading: Selection from John Kelsay, *Arguing the Just War in Islam*
- Tu 3/29 Christian perspectives on just war theory and pacifism
Reading: Oscar Romero, "Fourth Pastoral Letter"; Stanley Hauerwas, Response to First Things editorial on 9/11
- Th 3/31 Peer review for second short essay (war and peace) in class today; final paper due Tuesday 4/5 in class
- Tu 4/5 Climate Change: what are the scientific and moral issues at stake?
Reading: Garvey, *Ethics of Climate Change*, Ch. 1-2
** Second short essay due in class today
- Th 4/7 Environmental ethics perspectives on climate change
Reading: Garvey, *Ethics of Climate Change*, Ch. 3
- Tu 4/12 What distinctive ethical issues are raised by climate change? What different ethical perspectives highlight these issues?
Reading: Garvey, *Ethics of Climate Change*, Ch. 4
- Th 4/14 Particular issues and challenges in the ethics of climate change
Reading: Garvey, *Ethics of Climate Change*, Ch. 5-6
- Tu 4/19 MODULAR DEBATE on climate change in class
** Individual debate papers due in class

General Instructions

We will have a modular debate on climate change in the final day of class. A modular debate is a form of debate that demonstrates multiple perspectives (rather than just two) and engages an entire classroom (rather than only a few students at a time). The technique we are using is drawn from the model developed by “Difficult Dialogues” (University of Alaska, Anchorage), as explained at

http://www.difficultdialoguesuaa.org/handbook/content/technique_modular_debate

We will follow these steps:

1. *Define the issue and its ethical dimensions:* As a group, students will work together to choose a specific proposition to debate. The proposition should frame a question, e.g., should governments institute a carbon tax? As you frame the issue, make to focus on the ethical dimensions, e.g. what values are at stake, what moral communities are involved, what is the best way to discuss the options, who can enforce policies, and what are the costs and benefits to different groups.
2. *Identify the constituencies:* The group will work together to identify different groups that have a stake in the issue. Some constituencies to consider are parents of school age children, residents of particular regions or neighborhood, professionals in different fields (medicine, law, environmental science, etc), local government officials, community and advocacy organizations, and so forth.
3. *Assign/choose roles:* Every student will choose or be assigned to a constituency. More than one student may represent the same constituency.
4. *Write position papers:* Each student will write a short paper (about 2 pages) that explains how their constituency represents understands the issue, the values that are most important to that constituency, where they stand on the issue, and how they support their position. While this is not a full-fledged research paper, you should not just imagine what your constituency thinks about the issue – conduct some research using sources such as scholarly articles, surveys, news articles, and primary research (e.g., websites and materials produced by particular communities or groups).
Evaluation: Your paper will be graded individually, based on (i) clear and detailed identification of the ethical issues at stake, (ii) clear statement of the position/interests of your constituency group, (iii) evidence supporting this position, and (iv) overall organization and persuasiveness of your writing.
5. *Conduct the debate:* We will hold the debate on the final day of class. Every student will do a short presentation of her/his position paper. You won’t have time to read your entire papers, so you should highlight the most important issues, including points of agreement and disagreement among different constituencies.