

Cover Sheet: Request 13047

REL3171 Ethics in America

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Anna Peterson annap@ufl.edu
Created	9/13/2018 12:45:54 PM
Updated	11/8/2018 9:22:41 AM
Description of request	I would like to add a 2000 word writing requirement to this course. It already requires 2000 words of writing that conforms to this requirement.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		9/13/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		10/14/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			10/14/2018
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 13047

Info

Request: REL3171 Ethics in America

Description of request: I would like to add a 2000 word writing requirement to this course. It already requires 2000 words of writing that conforms to this requirement.

Submitter: Anna Peterson annap@ufl.edu

Created: 9/13/2018 12:28:43 PM

Form version: 1

Responses

Course Prefix and Number

Response:
REL3171

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:
Ethics in America

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:
Sophomore status

Current GE Classification(s)

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

Response:
D, H

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:
None

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

REL 3171: ETHICS IN AMERICA
Fall 2016

Instructor: Anna Peterson
Office: 105 Anderson (Mailbox in 107 Anderson)
Tel. 392-1625, fax 392-7395
E-mail: annap@ufl.edu
Office Hours: MWF 11:45-12:45

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.

REQUIRED BOOKS

1. Anthony Weston, *A 21st Century Ethical Toolbox* (Oxford University Press, 2013).
2. James Cone, *Martin & Malcolm & America* (Orbis Books, 2012).
3. Robert Wuthnow, *America and the Challenges of Religious Diversity* (Princeton: Princeton University Press, 2007).
4. Robert Bellah, et al., *Habits of the Heart: Individualism and Commitment in American Life* (University of California Press, 2007).
5. Miguel de la Torre, *The U.S. Immigration Crisis: Toward an Ethics of Place* (Cascade Companions, 2016); ISBN 1498223699

REQUIRED ARTICLES AND CHAPTERS (available on Canvas)

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

COURSE REQUIREMENTS

Please Note: The requirements for class attendance and make-up exams, assignments, and other

work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Also, please note that a minimum grade of C is required for general education credit.

1. Participation. The participation grade will be based on performance in random quizzes (five over the semester), which will be based on assigned texts (10% of final grade).

2. Two short essays (at least 1000 words each) (35% of final grade each, total 70%).

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. Students will complete rough drafts and engage in peer review in class, and then submit the final revised essays for a grade.

3. Modular Debate (20% of final grade). *Modular Debate, Monday, April 25* (20% of final grade). Modular debate on contemporary ethical issues, to be held in class. Every student will write a short (about 2 page) position paper in addition to participating in the classroom debate. The grade will be based on your individual paper. (If you fail to participate in the debate but hand in the paper, the paper will count for half credit.) I will hand out detailed instructions, but for information on Modular Debates in general, please see

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

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, theories, and methodologies used in ethics as a scholarly discipline, including major philosophical and religious models (Content).
- Identify and analyze key elements, biases and influences that shape the way people think about ethical issues, particularly related to race, cultural and religious diversity, economic disparities, and more. Students will learn to approach these social issues from a variety of religious and philosophical perspectives within social ethics (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively, and in particular improve students' ability to write and talk about moral and philosophical claims in clear,

accurate, and comprehensive ways (Communication).

DIVERSITY DESCRIPTION

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

DIVERSITY SLOS

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. Identify and analyze the moral dimensions of these experiences and processes.
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States, with a focus on the ethical dimensions of these inequities related to race, class, and other factors. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society, including religious pluralism as well as other kinds of differences.
- The diversity designation is always in conjunction with another category; Communication outcomes are listed in those subject areas. This course is a Humanities course; see Humanities SLOs above.

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.

POLICIES, RULES, AND RESOURCES

1. *Attendance and Participation:* 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>

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.

2. *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.

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. *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.
5. *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.
6. *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 to leave the class. If that occurs, the student will be marked absent for the day.
7. *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.
8. *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.
9. *Counseling and Emergency Resources:* Resources available on-campus for students include the following:
 - a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
 - b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
 - c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
 - d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.
 - e. For security issues, please contact the University Police Department: 392-1111, or 911 for general emergencies.
10. *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.

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	Labor Day Holiday - No Class	
W 9/3	Social Ethics	Weston Ch. 2
F 9/5	The Good Society	Bellah, et al., <i>The Good Society</i> , "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
4 M 9/15	First essay assignment handed out; discussion in class	
W 9/17	Deontological Ethics	Weston, Ch 5
F 9/19	Rights and ethics	United Nations Declaration of Human Rights (in Weston)
5 M 9/22	Utilitarian Ethics	Weston, Ch 6
W 9/24	Utilitarianism	Mill, Russell, and Singer (in Weston)
F 9/26	Virtue Ethics	Weston, Ch 7
6 M 9/29	Virtue Ethics	Lao Tzu, <i>Tao Te Ching</i> (in Weston)
W 10/1	Care Ethics	Weston, Ch 8
F 10/3	Peer Review of essay rough drafts in class	

7	M 10/6	Ethical diversity	Weston, Ch 12
		* First Short Essay due in class today	
	W 10/8	Ethical conflict	Roger Gottlieb, "Can We Talk?" (In Weston)
	F 10/10	Homecoming: 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" speech
10	M 10/27	Religious ethics	Cone, Ch. 5
	W 10/29	Religious ethics	Cone, Ch. 6
	F 10/31	Martin Luther King, Jr	MLK, "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	Peer review of second short essay rough draft in class today	
12	M 11/10	American "exceptionalism"	Wuthnow, Ch. 1
		* Second short essay due in class today	
	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	Wuthnow, Ch. 6
14	M 11/24	Public goods	Wuthnow, Ch. 7
	11/26-11/28	Thanksgiving 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	Modular debate in class Individual debate papers due in class today.	

Writing Assessment Rubric

This rubric will be used for evaluating all written work in this course.

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

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	Below 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, University Writing Requirement or College Basic Distribution credit. You must receive a “C” or better in order to receive that credit.

General Instructions

We will have four short modular debates on 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

The class will be divided into four groups, each of which will focus on a particular ethical issue in contemporary American social life. Each group will follow these steps:

1. *Define your issue:* Each group chooses or is given an issue. As a group, you will frame the proposition, with a focus on its ethical dimensions. Your group will work together to choose a specific proposition to debate. You should not simply choose a topic, such as gun control, but rather frame a question, e.g., should automatic and semi-automatic rifles be banned in the United States? Make sure you select an issue that has significant ethical dimensions and that you focus on these aspects in your discussions. For example, you might ask what values are at stake in the debate about automatic weapons, what moral communities are involved in the debate, what is the best way to discuss the options, etc.
2. *Identify the constituencies:* Each group will work together to identify 4-5 groups that have a stake in the issue. The constituencies will vary among groups, although there may be overlap as the same group may feature in several debates). 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, people affected by particular issues (e.g., victims of gun violence, immigrants), and so forth. Your group won't be able to cover all the constituencies affected by the issue, but please select a range to provide different perspectives on the important moral issues.
3. *Assign roles:* Every group member chooses or is assigned to a constituency that is involved in the issue and writes a position paper that identifies the perspectives, values, and goals of the constituency in regards to your issue.
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 four short debates on the final day of class. Each group will have about 15-20 minutes, and each member of the group 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.

Issues

Student groups can choose their issue, as long as the groups have approximately the same number of members. Here are some issues you might select; groups can choose a different issue, with permission of the instructor.

Sexual assault/harassment

Climate change

Racial inequality

Gun control

Education reform

Health care access

Marriage equality

Immigration reform