

Cover Sheet: Request 13692

IDS2935 Cultural Animals

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Jonathan Rick hellojonrick@gmail.com
Created	2/26/2019 5:35:35 PM
Updated	4/2/2019 2:02:53 PM
Description of request	This is a request for a new undergraduate course in the Quest 1 Program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Philosophy 011615000	John Palmer		2/27/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/7/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			3/7/2019
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 13692

Info

Request: IDS2935 Cultural Animals

Description of request: This is a request for a new undergraduate course in the Quest 1 Program.

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 4/2/2019 11:26:05 AM

Form version: 2

Responses

Course Prefix and Number

Response:
IDS2935

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:
Cultural Animals

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:
Fall

Effective Year

Response:
2019

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:
This is an introductory level Quest course. There are no prerequisites.

Current GE Classification(s)

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

Response:
H - Humanities

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:
3 semesters

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:
H - Humanities

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:

None

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

****Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box****

Response:

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.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Cultural Animals students will be able to:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. (Content SLOs for Gen Ed Humanities and Q1)
2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought (Critical Thinking SLOs for Gen Ed Humanities and Q1)
3. Identify, analyze and evaluate moral themes in public discourse (Critical Thinking SLO for Gen Ed Humanities)
4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sexual violence) (Critical Thinking SLO for Gen Ed Humanities)
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (Critical Thinking SLO for Q1)
6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course (Communication SLO for Gen Ed Humanities and Q1).

Student Learning Outcomes

Please visit the [Student Learning Outcomes](#) section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

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 thought within the subject

area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).

- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

QUEST 1 SLOS:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

The General Education Content SLO (for Humanities and Quest 1) will be assessed by the following assignments:

1. Attendance
2. Participation
3. Capstone Project Poster Presentation
4. Capstone Project Reflection Paper

[A very detailed description of these assignments and assessments is offered below in response to 'Incorporation of General Education Subject Areas']

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

The General Education Critical Thinking SLO (for both Humanities and Quest 1) will be assessed by the following assignments:

1. Attendance
2. Participation
3. Short Paper Assignments
4. Capstone Project Poster Presentation
5. Capstone Project Reflection Paper

[A very detailed description of these assignments and assessments is offered below in response to 'Incorporation of General Education Subject Areas']

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

The General Education Communication SLO (for both Humanities and Quest 1) will be assessed by the following assignments:

1. Attendance
2. Participation
3. Short Paper Assignments
4. Capstone Project Poster Presentation

[A very detailed description of these assignments and assessments is offered below in response to 'Incorporation of General Education Subject Areas']

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

Cultural Animals incorporates the Humanities Designation throughout the semester by exploring the interplay between the 'natural' and the 'cultural' aspects of our lives, with particular emphasis on exploring how these often-coordinating, yet potentially-competing, forces serve to shape our moral practices. In this course, we will examine core writings and themes in the humanities, which both cross and lie at the disciplinary boundaries of the fields of Anthropology, Biology, Economics, English, Geological Sciences, Philosophy (my home department), Political Science, and Psychology.

The guiding insight of this course is that humans are cultural animals. On the one hand, we are biologically evolved animals - members of nature's kingdom, bound by its universal laws and norms. On the other hand, we are creatures of culture, variably shaped by the influences and innovations of our particular societies and communities. Given our dual citizenship within these domains, questions and challenges emerge regarding the boundaries and allegiances between human nature and human culture. These limits are especially urgent with respect to understanding the contours and content of human morality. The course will be divided into four discrete, yet intersecting, units:

Unit 1 - 'Moral Evolutions' sets the moral stage. Our initial readings will open discussions on the extent to which morality is a universal product of natural evolution and/or a relative product of cultural evolution. Guiding questions for Unit 1 include the following: To what extent is morality universal or culturally specific? Is morality a human achievement, or is it a capacity that is shared with nonhuman animals?

Unit 2 - 'Moral Revolutions' populates this moral stage. The readings for this unit deal with the enduring and urgent questions concerning who (or what) counts as having moral standing. Guiding questions for Unit 2 include the following: Are moral communities relative to cultural communities? Does the limit of the moral community coincide with the limit of the human species? Do nonhuman animals have moral standing? Or do non-individual entities, like species and ecosystems have moral value and standing, in their own right?

Unit 3 - 'Clashes and Confrontations' pivots to moral issues concerning the endurance of our cultural practices and the survival of our natural environment. Guiding questions for Unit 3 include the following: Do traditional, cultural practices have defensible moral value in the Anthropocene? How does anthropogenic climate change bear on the morality of individual and institutional decisions?

Unit 4 - 'Innovations and Horizons' offers reflections on the preceding three units through the lens of cultural - specifically technological - innovation. Guiding questions include the following: Can geoengineering morally reconcile our cultural interventions with nature? Should our moral community extend beyond natural organisms to culture-produced artificially intelligent beings? Are

we ready to extend the idea of evolution to include a future of genetically enhanced human beings?

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

COURSE SCHEDULE

COURSE INTRODUCTION: AIMS & METHODS

Week 1 (Aug 20, Aug22) – Tools for Critical Reading/Writing & What is Morality?

1. Jim Pryor – “Reading Philosophy” & “Writing a Philosophy Paper”
2. Bernard Gert – “The Definition of Morality”

UNIT 1: ETHICAL EVOLUTIONS
IS HUMAN MORALITY NATURAL OR CULTURAL?

Week 2 (Aug 27, Aug 29) – The Natural Evolution of Morality

1. Charles Darwin – The Origin of Species (Short Excerpts from Chapter 4)
2. Charles Darwin – The Descent of Man (Short Excerpts from Chapters 4-5)

Week 3 (Sept 3, Sept 5) – The Natural Evolution of Morality v. Cultural Evolution of Morality

1. Charles Darwin – The Descent of Man (Short Excerpts from Chapters 4-5, cont.)
2. Sigmund Freud – Civilization and Its Discontents (Short Excerpts from Chapters 4-7)

First Short Paper Prompts distributed on Thursday, September 5

Week 4 (Sept 10, Sept 12) – The Cultural Evolution of Morality

1. Sigmund Freud – Civilization and Its Discontents (Short Excerpts from Chapters 4-7, continued)
 - Experiential Learning Unit 1: Visit to the Florida Museum of Natural History (During our usual class time on Thursday, September 12)

UNIT 2: ETHICAL REVOLUTIONS
WHAT ARE THE LIMITS OF MORAL COMMUNITIES?

Week 5 (Sept 17, Sept 19) – The Moral Standing of Non-Human Animals

1. Peter Singer – “All Animals Are Equal”

First Short Paper due by 5:00pm on Friday, September 20 via Canvas Submission

Week 6 (Sept 24, Sept 26) – The Moral Standing of Non-Human Animals

1. J. M. Coetzee – Elizabeth Costello (Lessons 3-4)

Week 7 (Oct 1, Oct 3) – The Moral Standing of the Environment

1. Aldo Leopold – The Sand County Almanac: “The Land Ethic”
2. Henry Thoreau – Walden (short selections)

Second Short Paper Prompts distributed on Thursday, October 3

Week 8 (Oct 8, Oct 10) – The Moral Standing of Animals v The Moral Standing of the Environment

1. Jeff McMahan – “The Meat Eaters”
2. Mark Sagoff – “Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce”
 - Experiential Learning Unit 2: Visit to the UF Meat Processing Center (During our usual class time on Thursday, October 10)

UNIT 3: CLASHES & CONFRONTATIONS

HOW DOES HUMAN NATURE & CULTURE FARE IN THE CONTEXT OF CLIMATE CHANGE?

Week 9 (Oct 15, Oct 17) – The Moral Urgencies and Difficulties of Climate Change

1. Dale Jamieson – “Ethics, Public Policy, and Global Warming”
2. Stephen Gardiner – “A Perfect Moral Storm”

Second Short Paper due by 5:00pm on Friday, October 18 via Canvas Submission

Week 10 (Oct 22, Oct 24) – How Should we Morally Respond to Climate Change as Individuals?

1. Walter Sinnott-Armstrong – “It’s Not My Fault: Global Warming and Individual Moral Obligations”

Week 11 (Oct 29, Oct 31) – How Should we Morally Respond to Climate Change as a Society?

1. Simon Caney – “Cosmopolitan Justice, Responsibility, and Global Climate Change”
 - Experiential Learning Unit 3: Visit to the Sweetwater Wetlands Park (During our usual class time on Thursday, Oct. 31)

Third Short Paper Prompts distributed on Tuesday, October 29

UNIT 4: INNOVATIONS & HORIZONS:

HOW DOES TECHNOLOGY BEAR ON NATURE & CULTURE?

Week 12 (Nov 5, Nov 7) – Geoengineering & Climate Change

1. Stephen M. Gardiner – “Is ‘Arming the Future’ with Geoengineering Really the Lesser Evil?: Some Doubts about the Ethics of Intentionally Manipulating the Climate System”
2. Ken Caldeira & David Keith: “The Need for Climate Engineering Research”

Week 13 (Nov 12, Nov 14) – The Moral Standing of Artificial Meat and Artificial Intelligence

1. Khushbu Shah & Leanne Butkovic (eds.) / Various Authors – “Is Lab-Grown Meat Vegetarian? A Philosophical Debate,” Thrillist.com
2. Kathryn Hogan – “Is the Machine Question the same as the Animal Question?”

Third Short Paper due by 5:00pm on Friday, November 15 via Canvas Submission

Week 14 (Nov 19, Nov 21) – Human Enhancement

1. Michael Sandel – “The Case Against Perfection”
2. Julian Savulescu – “Genetic Interventions and the Ethics of Enhancement of Human Beings”

Week 15 (Nov 26, Thanksgiving) – Capstone Project Presentations

- No Assigned Reading

Week 16 (Dec 3) – Capstone Project Presentations

- No Assigned Reading

Capstone Paper due by 5:00pm on Wednesday, December 4th via Canvas Submission

GRADED WORK AND ASSIGNMENTS

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

Attendance

While participation is not directly graded, this course does require attendance. One cannot engage in high quality class participation if one is not in class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is worth 100 points, and is 10% of the final course grade. For each unexcused absence beyond the fourth, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Advances SLOs: 1, 2, 3, 4, 5, 6

Short Papers

Over the course of the semester students will be asked to write three, short, original papers (1000-1200 words each). The first short paper will assignment will be an argument critique, where students will be required to explain and critically assess an argument from one of our required texts. For the second paper, students will be asked to find their own news story that bears on the topics of either animal ethics or climate change ethics, and offer a critical analysis of their own, based on their selected case study and the primary texts that we've read for class. Each submission must include a full copy of the news source upon which the critical analysis is based. The third paper will involve a critical reflection on one of our course's three experiential learning activities. Students will be asked analyze and assess the how the particular theories we've studied in our required course readings are illuminated, reinforced, or challenged in the applied experiential context. Due dates for these papers are listed in the Course Schedule, below. Please see the attached rubric for the assessment method.

Formatting and Submission Requirements

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

Each paper is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, 4 points will be deducted for each day it is late (including weekend days!). For example, an essay that earns 100 points but is submitted 1 day late without a valid and

documented excuse would earn 96 points.

It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but we attempt to do so by using a grading rubric for papers. The rubric clearly identifies how we assign point values to each of four levels of achievement (Excellent, Good, Needs Improvement, Unacceptable), according to what level you have reached with respect to each of six areas: the appropriateness of the news article chosen, the presence and clarity of a thesis, the explanation of the issue, the evaluation of the issue, writing mechanics, and writing coherence. Please see the rubric for short papers included at the end of the syllabus for elaboration of these requirements.

Advances SLOs: 3, 4, 6

Capstone Project

The capstone project asks students to identify an emergent technological issue of ethical relevance to the course's core topics of evolution, the moral standing of non-human animals, and climate change. The selected issue must extend beyond or expand upon our required readings on these topics in Unit 4: Innovations & Horizons – How does Technology bear on Nature and Culture. This assignment encourages to seek out, explain, express, and critically assess the ways in which new technologies bear on issues that frame the first three units of the course. The expectation is not that technologies discussed must serve as offering solutions to enduring ethical questions – indeed, they might pose new or augment existing dilemmas. Rather, the aim of this assignment is uncover, lucidly express, and thoughtfully reflect on the way that new technologies (themselves artifacts of cultural evolution) impact the ethics of human development, animal treatment, and climate change. The short paper assignments, in addition to readings and discussion, will prepare students to succeed in this assignment. The grade for the capstone project will be based on 100 points and will involve two parts: a poster presentation (75 points) and a reflection paper (25 points).

Part 1: Poster presentation (75/100 points: 35 for individual presentation and 40 for poster)
Posters may be completed individually, or in groups of up to 3 people who are working on the same natural-cultural issue. The final two classes will be reserved for student poster presentations, during which each group/individual will have time to present their findings. Every student will be responsible for presenting to the class, even if the work on the poster was done collaboratively. The work of presenting should be divided evenly between group members, if applicable. Please see the Capstone Rubric included at the end of this syllabus for a breakdown of requirements and assessment.

Advances SLOs: 1, 2, 3, 6

Part 2: Reflection paper (25/100 points for individual paper)

Each student must write a 750-1000 word reflection paper on their experience identifying, evaluating, and considering engagement opportunities on the topic they chose. Students will also be asked to reflect on the ways in which the themes of this course are relevant to their own intellectual, personal, and professional development at UF and beyond. These papers will be more informal than your three short essays, but they must be clearly written, thoughtful, and reveal an understanding of the main themes of the course. Please see the Capstone Rubric included at the end of this syllabus for a description of requirements and assessment.

Advances SLOs: 1, 5

Field Trips

This course involves three different experiential learning field trips, corresponding to the first three units of the course. The first trip will be to the Florida Museum of Natural History, during our scheduled class time on Thursday, September 12. We will meet with a Museum Research Advisor for a museum tour, structured by the theme of evolution by natural selection. The second field trip will be to the UF Beef or Dairy Unit, during our scheduled class time on Thursday, October 10. We will meet with a member of the Meat Extension (Department of Animal Sciences) faculty to

discuss the topic of sustainable animal agriculture. Our third trip will be to the Sweetwater Wetlands Park, during our scheduled class time on Thursday, October 31. We will tour the park with a Conservationist researcher, who will discuss the effects of climate change on the health of the wetlands and the migratory bird populations. There is no cost for these trips, but students will be required to arrange for their own transportation to and from the events.

**QUEST 1: IDS 2935
CULTURAL ANIMALS
FALL 2019**

COURSE INSTRUCTOR

Dr. Jon Rick (Philosophy)
Office: 303 Griffin-Floyd Hall
Office Hours: TBD
Email: jrick@ufl.edu

COURSE DETAILS

Time: TR, TBD
Location: TBD
Quest 1 Theme: Nature and Culture
General Education: Humanities

Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.elearning.ufl.edu).

COURSE DESCRIPTION

Humans are cultural animals. On the one hand, we are biologically evolved *animals* - members of nature's kingdom, bound by its universal laws and norms. On the other hand, we are creatures of *culture*, variably shaped by the influences and innovations of our particular societies and communities. Given our dual citizenship within these domains, questions and challenges emerge regarding the boundaries and allegiances between human nature and human culture. These limits are especially urgent with respect to understanding the contours and content of human morality. In Cultural Animals, we will examine the interplay between the 'natural' and the 'cultural' aspects of our lives, with particular emphasis on exploring how these often-coordinating, yet potentially-competing, forces serve to shape our moral practices. The course will be divided into four discrete, yet intersecting, units:

Unit 1 - 'Moral Evolutions' sets the moral stage. Our initial readings will open discussions on the extent to which morality is a universal product of natural evolution and/or a relative product of cultural evolution. Guiding questions for Unit 1 include the

following: To what extent is morality universal or culturally specific? Is morality a human achievement, or is it a capacity that is shared with nonhuman animals?

Unit 2 - ‘Moral Revolutions’ populates this moral stage. The readings for this unit deal with the enduring and urgent questions concerning who (*or what*) counts as having moral standing. Guiding questions for Unit 2 include the following: Are moral communities relative to cultural communities? Does the limit of the moral community coincide with the limit of the human species? Do nonhuman animals have moral standing? Or do non-individual entities, like species and ecosystems have moral value and standing, in their own right?

Unit 3 - ‘Clashes and Confrontations’ pivots to moral issues concerning the endurance of our cultural practices and the survival of our natural environment. Guiding questions for Unit 3 include the following: Do traditional, cultural practices have defensible moral value in the Anthropocene? How does anthropogenic climate change bear on the morality of individual and institutional decisions?

Unit 4 – ‘Innovations and Horizons’ offers reflections on the preceding three units through the lens of cultural - specifically technological - innovation. Guiding questions include the following: Can geoengineering morally reconcile our cultural interventions with nature? Should our moral community extend beyond natural organisms to culture-produced artificially intelligent beings? Are we ready to extend the idea of evolution to include a future of genetically enhanced human beings?

QUEST 1 AND GEN ED DESCRIPTIONS, ASSESSMENT EXPLANATIONS, AND STUDENT LEARNING OUTCOMES

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

QUEST 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

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 thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

COURSE OBJECTIVES AND GOALS

STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Cultural Animals students will be able to:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. **(Content SLOs for Gen Ed Humanities and Q1)**
2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought **(Critical Thinking SLOs for Gen Ed Humanities and Q1)**
3. Identify, analyze and evaluate moral themes in public discourse **(Critical Thinking SLO for Gen Ed Humanities)**
4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sexual violence) **(Critical Thinking SLO for Gen Ed Humanities)**
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO for Q1)**

6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course (**Communication SLO for Gen Ed Humanities and Q1**).

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, SEE ASSIGNMENT DESCRIPTIONS & RUBRICS BELOW

TEXTS, MATERIALS, & ACTIVITIES

Required Readings

No purchase of books is necessary for this course. All assigned readings will be available through the class Canvas page. Students are required to bring hard copy of the day's assigned reading to class every day; failure to do so may result in loss of participation points. A full list of the required readings for this course can be found in the Course Schedule, below.

Field Trips

This course involves three different experiential learning field trips, corresponding to the first three units of the course. The first trip will be to the Florida Museum of Natural History, during our scheduled class time on Thursday, September 12. We will meet with a Museum Research Advisor to for a museum tour, structured by the theme of evolution by natural selection. The second field trip will be to the UF Beef or Dairy Unit, during our scheduled class time on Thursday, October 10. We will meet with a member of the Meat Extension (Department of Animal Sciences) faculty to discuss the topic of sustainable animal agriculture. Our third trip will be to the Sweetwater Wetlands Park, during our scheduled class time on Thursday, October 31. We will tour the park with a Conservationist researcher, who will discuss the effects of climate change on the health of the wetlands and the migratory bird populations. There is no cost for these trips, but students will be required to arrange for their own transportation to and from the events.

Recommended Readings

1. A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

GRADE DISTRIBUTION AND GRADING POLICIES

All assignments are graded on a 100-point scale. Each assignment is weighted differently in calculating the final grade. In calculating the final grade, the assignments are weighted as follows:

- | | |
|---|----------------|
| 1. Attendance | 5% |
| 2. Participation | 5% |
| 3. 3 Short Papers (800-1200 words each) | 60% (20% each) |
| 4. Capstone Project (1500-2000 words) | 30% |

Grading Scale

This course will employ the following grading scale:

Letter Grade	4 pt. scale	Percentage/Points
A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

More information on UF's grading policies is available [here](#).

COURSE POLICIES AND STUDENT RESOURCES

Attendance Policy

Students are expected to attend class regularly and to arrive on time. Attendance is assessed on a 100-point scale and is worth 5% of the final course grade. Unexcused absences from more than four classes will negatively affect your attendance grade. For each unexcused absence beyond the fourth, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

Making Up Work

Work is due as specified in the syllabus. Work will be due by the next class period for a student with a valid, excused absence.

If a student does not submit work on time and lacks a documented, excusing reason, work can still be submitted for credit. In such cases, late work is subject to a 4-point deduction for each 24 hours period it is late (including weekend days). For example, a short

paper that would have earned 100 points but is submitted one day late, and without a documented and excusing reason, would earn 96 points.

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>

Students Requiring Accommodations

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.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor and Participation

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Students must also come to class prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class.

Consistent high-quality class participation—in large and small groups—will improve the class experience and outcomes for everyone. “High-quality” in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If students have personal issues that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., they should see the instructors as soon as possible to discuss alternative modes of participation.

Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

GRADED WORK AND ASSIGNMENTS

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

Attendance

Course attendance is required. One cannot engage in high quality class participation if one is not in class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is assessed on a 100-point scale and comprises 5% of the final course grade. For each unexcused absence beyond the fourth, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Advances SLOs: 1, 2, 3, 4, 5, 6

Participation

You are expected to be prepared to discuss the texts assigned for each class session. Participation is assessed on a 100-point scale and comprises 5% of the final course grade. Contributions to class discussion – by posing or responding to a question or by engaging in a group worksheet activity– on a particular class day will be worth 5 points per day (thus, contributions in 20 distinct class sessions results in 100 points).

Advances SLOs: 1, 2, 3, 4, 5, 6

Short Papers

Over the course of the semester students will be asked to write three, short, original papers (1000-1200 words each). Each short paper is assessed on a 100-point scale and each comprises 20% of the final course grade. The first short paper will assignment will be an argument critique, where students will be required to explain and critically assess an argument from one of our required texts. For the second paper, students will be asked to find their own news story that bears on the topics of either animal ethics or climate change ethics, and offer a critical analysis of their own, based on their selected case study and the primary texts that we've read for class. Each submission must include a full copy of the news source upon which the critical analysis is based. The third paper will involve a critical reflection on one of our course's three experiential learning activities. Students will be asked analyze and assess the how the particular theories we've studied in our required course readings are illuminated, reinforced, or challenged in the applied experiential context. Due dates for these papers are listed in the Course Schedule, below. Please see the attached rubric for the assessment method.

Advances SLOs: 3, 4, 6

Capstone Project

The capstone project asks students to identify an emergent technological issue of ethical relevance to the course's core topics of evolution, the moral standing of non-human animals, and climate change. The selected issue must extend beyond or expand upon our required readings on these topics in Unit 4: Innovations & Horizons – *How does Technology bear on Nature and Culture*. This assignment encourages to seek out, explain, express, and critically assess the ways in which new technologies bear on issues that frame the first three units of the course. The expectation is not that technologies discussed must serve as offering solutions to enduring ethical questions – indeed, they might pose new or augment existing dilemmas. Rather, the aim of this assignment is uncover, lucidly express, and thoughtfully reflect on the way that new technologies (themselves artifacts of cultural evolution) impact the ethics of human development, animal treatment, and climate change. The short paper assignments, in addition to readings and discussion, will prepare students to succeed in this assignment. The grade for the capstone project is assessed on a 100-point scale and will involve two parts: a poster presentation (75 points) and a reflection paper (25 points). The capstone project (taken altogether) is worth 30% of the final course grade.

Part 1: Poster Presentation (75/100 points: 35 for the presentation and 40 for the poster)

Posters may be completed individually, or in groups of up to 3 people who are working on the same natural-cultural issue. The final two classes will be reserved for student poster presentations, during which each group/individual will have time to present their findings. Every student will be responsible for presenting to the class, even if the work on the poster was done collaboratively. The work of presenting should be divided evenly between group members, if applicable. Please see the Capstone Rubric included at the end of this syllabus for a breakdown of requirements and assessment.

Advances SLOs: 1, 2, 3, 6

Part 2: Reflection Paper (25/100 points for individual paper)

Each student must write a 750-1000 word reflection paper on their experience identifying, evaluating, and considering engagement opportunities on the topic they chose. Students will also be asked to reflect on the ways in which the themes of this course are relevant to their own intellectual, personal, and professional development at UF and beyond. These papers will be more informal than your three short essays, but they must be clearly written, thoughtful, and reveal an understanding of the main themes of the course. Please see the Capstone Rubric included at the end of this syllabus for a description of requirements and assessment.

Advances SLOs: 1, 5

Formatting and Submission Requirements for Short Papers & Capstone Reflection Paper

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

Each paper is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, 4 points will be deducted for each day it is late (including weekend days!). For example, an essay that earns 100 points but is submitted 1 day late without a valid and documented excuse would earn 96 points.

It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but we attempt to do so by using a grading rubric for papers. The rubric clearly identifies how we assign point values to each of four levels of achievement (Excellent, Good, Needs Improvement, Unacceptable), according to what level you have reached with respect to each of six areas: the appropriateness of the news article chosen, the presence and clarity of a thesis, the explanation of the issue, the evaluation of the issue, writing mechanics, and writing coherence. Please see the rubric for short papers included at the end of the syllabus for elaboration of these requirements.

COURSE SCHEDULE

NOTE: COURSE CONTENT IS TENTATIVE AND SUBJECT TO CHANGE
ASSIGNMENT DEADLINES INDICATED IN **BOLD**

COURSE INTRODUCTION: AIMS & METHODS

Week 1 (Aug 20, Aug22) – Tools for Critical Reading/Writing & What is Morality?

1. **Jim Pryor** – “Reading Philosophy” & “Writing a Philosophy Paper”
2. **Bernard Gert** – “The Definition of Morality”

UNIT 1: ETHICAL EVOLUTIONS *IS HUMAN MORALITY NATURAL OR CULTURAL?*

Week 2 (Aug 27, Aug 29) – The Natural Evolution of Morality

1. **Charles Darwin** – *The Origin of Species* (Short Excerpts from Chapter 4)
2. **Charles Darwin** – *The Descent of Man* (Short Excerpts from Chapters 4-5)

Week 3 (Sept 3, Sept 5) – The Natural Evolution of Morality v. Cultural Evolution of Morality

1. **Charles Darwin** – *The Descent of Man* (Short Excerpts from Chapters 4-5, cont.)
2. **Sigmund Freud** – *Civilization and Its Discontents* (Short Excerpts from Chapters 4-7)

First Short Paper Prompts distributed on Thursday, September 5

Week 4 (Sept 10, Sept 12) – The Cultural Evolution of Morality

1. **Sigmund Freud** – *Civilization and Its Discontents* (Short Excerpts from Chapters 4-7, continued)
 - **Experiential Learning Unit 1: Visit to the Florida Museum of Natural History (During our usual class time on Thursday, September 12)**

UNIT 2: ETHICAL REVOLUTIONS
WHAT ARE THE LIMITS OF MORAL COMMUNITIES?

Week 5 (Sept 17, Sept 19) – The Moral Standing of Non-Human Animals

1. **Peter Singer** – “All Animals Are Equal”

First Short Paper due by 5:00pm on Friday, September 20 via Canvas Submission

Week 6 (Sept 24, Sept 26) – The Moral Standing of Non-Human Animals

1. **J. M. Coetzee** – *Elizabeth Costello* (Lessons 3-4)

Week 7 (Oct 1, Oct 3) – The Moral Standing of the Environment

1. **Aldo Leopold** – *The Sand County Almanac*: “The Land Ethic”
2. **Henry Thoreau** – *Walden* (short selections)

Second Short Paper Prompts distributed on Thursday, October 3

Week 8 (Oct 8, Oct 10) – The Moral Standing of Animals v The Moral Standing of the Environment

1. **Jeff McMahan** – “The Meat Eaters”
2. **Mark Sagoff** – “Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce”
 - **Experiential Learning Unit 2: Visit to the UF Meat Processing Center (During our usual class time on Thursday, October 10)**

UNIT 3: CLASHES & CONFRONTATIONS
HOW DOES HUMAN NATURE & CULTURE FARE IN THE CONTEXT OF CLIMATE CHANGE?

Week 9 (Oct 15, Oct 17) – The Moral Urgencies and Difficulties of Climate Change

1. **Dale Jamieson** – “Ethics, Public Policy, and Global Warming”
2. **Stephen Gardiner** – “A Perfect Moral Storm”

Second Short Paper due by 5:00pm on Friday, October 18 via Canvas Submission

Week 10 (Oct 22, Oct 24) – How Should we Morally Respond to Climate Change as Individuals?

1. **Walter Sinnott-Armstrong** – “It’s Not My Fault: *Global Warming and Individual Moral Obligations*”

Week 11 (Oct 29, Oct 31) – How Should we Morally Respond to Climate Change as a Society?

1. **Simon Caney** – “Cosmopolitan Justice, Responsibility, and Global Climate Change”
 - **Experiential Learning Unit 3: Visit to the Sweetwater Wetlands Park (During our usual class time on Thursday, Oct. 31)**

Third Short Paper Prompts distributed on Tuesday, October 29

UNIT 4: INNOVATIONS & HORIZONS:
HOW DOES TECHNOLOGY BEAR ON NATURE & CULTURE?

Week 12 (Nov 5, Nov 7) – Geoengineering & Climate Change

1. **Stephen M. Gardiner** – “Is ‘Arming the Future’ with Geoengineering Really the Lesser Evil?: Some Doubts about the Ethics of Intentionally Manipulating the Climate System”
2. **Ken Caldeira & David Keith**: “The Need for Climate Engineering Research”

Week 13 (Nov 12, Nov 14) – The Moral Standing of Artificial Meat and Artificial Intelligence

1. **Khushbu Shah & Leanne Butkovic (eds.) / Various Authors** – “Is Lab-Grown Meat Vegetarian? A Philosophical Debate,” Thrillist.com
2. **Kathryn Hogan** – “Is the Machine Question the same as the Animal Question?”

Third Short Paper due by 5:00pm on Friday, November 15 via Canvas Submission

Week 14 (Nov 19, Nov 21) – Human Enhancement

1. **Michael Sandel** – “The Case Against Perfection”
2. **Julian Savulescu** – “Genetic Interventions and the Ethics of Enhancement of Human Beings”

Week 15 (Nov 26, Thanksgiving) – Capstone Project Presentations

- *No Assigned Reading*

Week 16 (Dec 3) – Capstone Project Presentations

- *No Assigned Reading*

Capstone Paper due by 5:00pm on Wednesday, December 4th via Canvas Submission

Short Paper Rubric

	Excellent	Good	Needs Improvement	Unacceptable	
News Article	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> ● The article is included with the paper ● Its content is ethical in nature ● It is about an issue of contemporary public concern (last 6 mo.) ● It is of 'digestible' size (substantive enough to write about, not too long that it cannot be reasonably addressed) ● The source of the article is a reliable news source. Examples of reliable sources include: <i>The New York Times</i>, <i>The Washington Post</i>, <i>BBC News</i>, <i>Deutsche Welle</i>, <i>The Gainesville Sun</i> <p>5 points</p>	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> ● The article is included with the paper ● Its content is ethical in nature ● It is about an issue of contemporary public concern (last 6 mo.) <p>However:</p> <ul style="list-style-type: none"> ● It may not offer enough substance to argue about ● It may be too large or unwieldy for the purposes of argumentation ● The source of the article is a reliable news source. <p>4 points</p>	<p>The article is included with the paper, however:</p> <ul style="list-style-type: none"> ● The topic is not clearly ethical ● It is not about an issue of contemporary public concern (last 6 mo.) ● The reliability of the news source is in question. <p>1- 3 points</p>	<ul style="list-style-type: none"> ● The article is not submitted with the paper. ● The article is not ethical in nature, and is not about an issue of contemporary public concern (last 6 mo.) ● The reliability of the news source is in question. <p>0 points</p>	5 points
Thesis	<p>A clear statement of the main conclusion of the paper.</p> <p>5 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>4 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>1- 3 points</p>	<p>There is no thesis.</p> <p>0 points</p>	5 points

<p>Exposition</p>	<ul style="list-style-type: none"> ● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments. ● The paper uses appropriate textual support. <p>32-35 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise. ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. ● The paper has textual support, but other passages may have been better choices. <p>29-31 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. ● The textual support is inappropriate. <p>26-28 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. ● No textual support. <p>0-25 points</p>	<p>35 points</p>
<p>Evaluation</p>	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument ● checking for the argument's internal consistency ● considering objections to one's own argument. This involves presenting 1 or more plausible and 	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument ● checking for the argument's internal consistency ● considering objections to one's own argument, though the objections may be ill 	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not defend the central argument against plausible objections.</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p>	<p>35 points</p>

	appropriate objections, and responding to them thoroughly. 32-35 points	chosen and/or not thoroughly responded to. 29-31 points	26-28 points	0-25 points	
Writing: Mechanics	<ul style="list-style-type: none"> • All sentences are complete and grammatical. • Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang. 9-10 points	<ul style="list-style-type: none"> • All sentences are complete and grammatical. • Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang. 7-8 points	<ul style="list-style-type: none"> • A few sentences are incomplete and/or ungrammatical. • Paper has several spelling errors, rhetorical questions and/or uses of slang. 5-6 point	<ul style="list-style-type: none"> • Many sentences are incomplete and/or ungrammatical. • Paper has many spelling errors, rhetorical questions and/or uses of slang. 0-4 points	10 points
Writing: Flow and Coherence	<ul style="list-style-type: none"> • All words are chosen for their precise meanings and are used consistently. • All of the content of the paper is relevant to the main line of argument; no extraneous material. • Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main line of argument and to understand what is being said. • All new or unusual terms are well-defined. • Information (names, facts, etc.) is accurate. 	<ul style="list-style-type: none"> • Most words are chosen for their precise meanings. • Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum. • Ideas are mostly developed in a natural order. It is not hard to understand what is being said. • Most new or unusual terms are well-defined. • Information (names, facts, etc.) is accurate. 	<ul style="list-style-type: none"> • Words are not chosen for their precise meanings. • May be substantial extraneous material. • Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument or to understand what is being said. • New or unusual terms are not well-defined. • Information (names, facts, etc.) is mostly accurate. 	<ul style="list-style-type: none"> • Words are not chosen for their precise meanings. • Substantial extraneous material. • Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult to identify the line of argument or to understand what is being said. • New or unusual terms are not defined. • Information (names, facts, etc.) is inaccurate. 	10 points

	9-10 points	7-8 points	5-6 points	0-4 points	
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Total Points Possible: 100

Each Short Paper will be worth 20% of your final grade

Capstone Project Rubric

	Excellent	Good	Needs Improvement	Unacceptable	
Poster: Subject Matter and Content	<ul style="list-style-type: none"> ● The news item is ethical in nature ● The news item is about an issue of contemporary public concern (last 6 mo.) ● The poster clearly addresses: sources, ethical reflection, ethical action. It provides consideration of all three. ● Sources used are substantive and appropriate. Information is accurate. ● It is of ‘digestible’ size (substantive enough to write about, not too long that it cannot be reasonably addressed) <p>23-25 points</p>	<ul style="list-style-type: none"> ● The news item is ethical in nature ● The news item is about an issue of contemporary public concern (last 6 mo.) ● The poster clearly addresses: sources, ethical reflection, ethical action. ● Sources used are appropriate. Information is accurate. <p>However:</p> <ul style="list-style-type: none"> ● It may not offer enough ethical substance ● It may be too large or unwieldy of a topic for the purposes of a poster presentation <p>20-22 points</p>	<ul style="list-style-type: none"> ● The news item is not clearly ethical ● It is not about an issue of contemporary public concern (last 6 mo.) ● The poster does not clearly address all of the following, or does so only in a cursory way: sources, ethical reflection, ethical action. ● Sources are not appropriate, may include slight inaccuracies. <p>17-19 points</p>	<ul style="list-style-type: none"> ● The news item is not ethical in nature, and is not about an issue of contemporary public concern (last 6 mo.) ● The poster does not address its sources, ethical reflection, and ethical action. ● Sources are not appropriate. Inaccurate information presented. <p>0-16 points</p>	25 points
Poster: Visual Presentation	<ul style="list-style-type: none"> ● The poster is neat, clean, well- organized and presented in a clear and creative way. The poster is easy to follow. 	<ul style="list-style-type: none"> ● The poster is mostly neat and clean. Information is organized in a logical manner and shows some degree of creativity. The overall presentation is interesting. 	<ul style="list-style-type: none"> ● Poster is somewhat difficult to follow; ideas are not clearly organized or neatly presented. The presentation of information lacks creativity, or does not hold viewer’s interest. 	<ul style="list-style-type: none"> ● Poster is difficult to follow. Ideas and information are not clearly or logically presented. Presentation of information lacks creativity, and does not hold viewer’s interest. 	15 points

	<ul style="list-style-type: none"> ● Presentation is colorful and creative. 				
	14-15 points	12-13 points	10-11 points	0-9 points	
Poster: Writing Mechanics	<ul style="list-style-type: none"> ● No spelling, grammar, or punctuation errors in the text. Text is in the student's own words. 	<ul style="list-style-type: none"> ● A few (2-3) errors in spelling, grammar or punctuation. Most text is in student's own words. 	<ul style="list-style-type: none"> ● Some grammar or punctuation errors. Several instances where the text is not in student's own words. 	<ul style="list-style-type: none"> ● Several spelling, grammar or punctuation errors. Text is copied or not included. 	5 points
	5 points	4 points	3 points	0-2 points	
Poster Presentation: Individual Student's Contribution	<ul style="list-style-type: none"> ● The presentation contains accurate and precise summarization, description and/or paraphrasing ● Presentation is succinct and clear ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used ● Appropriate use of sources ● Response to questions demonstrates substantive knowledge of subject matter and project 	<ul style="list-style-type: none"> ● Summarization, description and/or paraphrasing in the presentation is fairly accurate and precise. ● Presentation is relatively succinct and clear ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. ● Appropriate use of sources ● Response to questions demonstrates knowledge of subject matter and project. Student is able to have a brief conversation about what has been presented. 	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing is fairly accurate, but not precise. ● Presentation is not always clear and easy to follow. Not succinct. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. ● Sources are not properly used to support the presentation ● Responses to questions reveals that the student does not understand the subject matter or project enough to converse about them in a clear or effective manner 	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Presentation cannot be followed ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. ● Student does not use sources, or uses them improperly. ● Responses to questions reveals that the student does not understand the subject matter or project. 	35 points

	32-35 points	29-31 points	26-28 points	0-25 points	
Individual Student's Reflection Paper	<ul style="list-style-type: none"> ● Paper includes consideration of how the poster project has brought together the themes of the course: information literacy, ethical reflection, and ethical action. ● Paper is clearly and well written. (See rubric for short papers on writing mechanics and coherence criteria) ● Paper is thoughtful. 	<ul style="list-style-type: none"> ● Paper includes consideration of how the poster project has brought together the themes of the course: information literacy, ethical reflection, and ethical action. ● Paper is clearly written. ● Paper is thoughtful. 	<ul style="list-style-type: none"> ● Paper includes consideration of how the poster project has brought together the themes of the course: information literacy, ethical reflection, and ethical action. ● Paper is not clearly written. ● The paper does not engage in genuine reflection. 	<ul style="list-style-type: none"> ● Paper fails to address how the poster project has brought together the themes of the course. ● The paper is poorly written. ● The paper is superficial and/or does not involve genuine reflection. 	20 points
	9-10 points	7-8 points	6 points	0-5 points	

Total Points Possible: 100 (worth 30% of final grade). Point Breakdown:

Poster: 40

Individual Student Presentation: 35

Individual Reflection Paper: 25 points

