

Guidelines for Ethics-Intensive Course Designation

General Guidelines

Ethics-intensive (EI) courses are approved courses in any program that make ethics and ethics-related inquiries central to the overall learning experience for students. Identification, application, and evaluation of ethical perspectives and issues must be integral to the course. The development of ethical reasoning skills through analysis of ethical problems should also be a guiding theme of the course. Ethical reasoning is both a practical and theoretical activity. Courses will reflect the practical concern of ethical reasoning by engaging with issues in subject or discipline-based settings. Courses will reflect the theoretical concern of ethical reasoning by subjecting the process of ethical reasoning to critical examination. This critical examination should involve the use of some combination of ethical theory, ethical principles, codes of ethics, and models of ethical decision making. Appropriate provisions for instructor discretion concerning the choice of subject matter and how to integrate ethical reasoning into a course will be built into the review process.

Proposals should include a course syllabus that incorporates the required Student Learning Outcomes (see below) and a brief narrative explaining why the course should receive an EI designation.

Student Learning Outcomes¹

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)
2. Apply ethical perspectives to subject or discipline-based issues² (K, EC, T, PG/SR)
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

Process

The Mars Hill University Ethics Across the Curriculum Advisory Committee will review and approve proposals for Ethics-intensive courses. General questions about new course proposals should be directed to the Curriculum Committee. Specific questions about the guidelines for Ethics-intensive course proposals should be sent to the Director of Ethics Across the Curriculum.

¹ Outcomes derived from AACU's Ethical Reasoning VALUE Rubric and adapted for Mars Hill University. These outcomes are also based on the Student Learning Outcomes for FYS112, the second semester of Mars Hill's First-Year seminar sequence.

² The emphasis should be on practical application. The choice of "perspectives" over "theories or models" indicates how the course departs from more traditional introduction to ethics or moral reasoning courses.

El-Course Proposal for GE 320 Bioethics

Course Overview

The course description of GE 320 Bioethics (which meets the Ideas & Innovations/ world general education requirement) demonstrates that the course is already an ethics-intensive course:

Course Description: Discussion of ethical issues involved in contemporary social and scientific problems, e.g., biotechnology, medical ethics, and the precarious state of the environment, provide the context for exploring (1) the impact of science and technology on human thinking and behavior and (2) the nature of ethical reasoning and the importance of public discussion of issues in science & technology.

This course has learning outcomes for the Innovations and Ideas Perspectives component of the MHU General Education program. It will engage the learning community in informed discussion about the social and ethical implications of contemporary scientific advancements and technological developments, especially with regard to the end of human life, the beginning of human life, life of the land and all its inhabitants, research, and the balance of individual rights with the public good. As such, the disciplines of philosophy, biology, religious studies, and the social sciences have contributions to the discussion.

The learning community will be *doing ethics* as we consider specific ground-breaking cases. This means that we will be engaged in the following activities:

- **THINKING** *about the impact of science, technology, & culture on what we think, how we think, & how we live, regardless of our vocations and lifestyles*
- **DISCUSSING** *the nature of ethical reasoning and the importance of responsible citizens in the nation and the world to help lead public discussion that is open, civil, and informed on current issues in science;*
- **DOING** *exploring the practical implications of open public discussion in diverse communities for individual and social choices and action, based on reflection. One means of "doing" is writing, carefully, with care for the craft and the argument. Another way of "doing" is through community engagement, learning by doing in the community, in conjunction with more knowledgeable others, addressing community-identified needs.*

The course description is written broadly so that if there were a faculty member or a team of faculty members who chose to spend more time in the environmental science and bioethical issues, it would be possible. This I & I course is modeled on the Ethics-Science-Technology 320 course that was taught for over twenty years, by a team of philosophers and scientists (including Alan Smith, Scott Pearson, Jo Ann Croom, Earl Leininger, George Peery, Kathy Meacham, among others). The specific focus for each section will allow for personal variation by the teaching team, drawing on strengths of the faculty members on the team.

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)

Bioethics is, by definition, an interdisciplinary field of study. Bioethics as a discipline dealing with medical ethics, clinical ethics, and genetics first was identified in the 1970s and only slowly gained academic recognition as the landmark cases of the 1980s (Karen Ann Quinlan and Nancy Beth Cruzan) introduced the ethical quandaries that families, physicians, and society face with so many technological interventions possible, and with so few answers to the question, "*We can* do so many things; ... *should* we?" In the 21st century, bioethics is a category that includes and intersects with many other kinds of ethics. It comprises a set of topics that all cross more traditional academic disciplines. What follows are student learning outcomes in the I & I approved GE 320 course (and it is identified by the GE prefix in order not to label it as either a philosophy or a biology course):

- *To describe and analyze the processes and limitations of science as a way of knowing and of ethical ways of knowing, summarizing and analyzing their strengths and weaknesses, especially as related to information technology, genetics, other biomedical ethical issues, and environmental issues; in that process, to identify ethical issues that are inherent in specific disciplines within bioethics;*

- *To identify social ethical issues that arise when citizens in a diverse communities engage in discourse about the kinds of bioethical issues that arise as technological knowledge and skill increases and ethics and law lag behind*

2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)

- *To practice ethical reasoning (involving analysis, synthesis, and evaluation), individually, and as responsible citizens in a diverse community, with regard ethical dimensions of genetic research and technology, health care, and environmental issues as they affect the local bioregion*
- *To apply ethical reasoning to specific case studies in genetics, information technology, social policy, health care, and the local or regional environment, as shown in reflection and action, related to science, technology, and human values*

3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

- *To write clearly, supporting a thesis, with arguments clearly, coherently, and logically developed, demonstrating mastery of writing as a means of describing, analyzing, identifying, and practicing ethical reasoning with regard to current issues in technology, science, and society;*
- *To prepare a 10 minute oral presentation on a topic considered in the course—a case study, an issue, in which mastery of the concepts and of the art of oral presentation are demonstrated , based on the written research paper (above).*

GE 320: BIOETHICS: ethics, science, & technology in the 21st century

Professor: Dr. Kathy Meacham, with collaboration from Dr. Andrea Rockel & others

Course times/ venue: Tuesday/ Thursday 9:30-10:45 in Wall 202

Office Hours: Cornwell 314; (828) 689-1119; Tues/Thurs 3-4:30; Wed. 10:30-12 & 1:30-3 & by appointment

Course Description: Discussion of ethical issues involved in contemporary social and scientific problems, e.g., biotechnology, medical ethics, and the precarious state of the environment, provide the context for exploring (1) the impact of science and technology on human thinking and behavior and (2) the nature of ethical reasoning and the importance of public discussion of issues in science & technology.

This course has learning outcomes for the Innovations and Ideas Perspectives component of the MHU General Education program. It will engage the learning community in informed discussion about the social and ethical implications of contemporary scientific advancements and technological developments, especially with regard to the end of human life, the beginning of human life, life of the land and all its inhabitants, research, and the balance of individual rights with the public good. As such, the disciplines of philosophy, biology, religious studies, and the social sciences have contributions to the discussion.

The learning community will be *doing ethics* as we consider specific ground-breaking cases. This means that we will be engaged in the following activities:

- **THINKING** *about the impact of science, technology, & culture on what we think, how we think, & how we live, regardless of our vocations and lifestyles*
- **DISCUSSING** *the nature of ethical reasoning and the importance of responsible citizens in the nation and the world to help lead public discussion that is open, civil, and informed on current issues in science;*
- **DOING** *exploring the practical implications of open public discussion in diverse communities for individual and social choices and action, based on reflection. One means of “doing” is writing, carefully, with care for the craft and the argument. Another way of “doing” is through community engagement, learning by doing in the community, in conjunction with more knowledgeable others, addressing community-identified needs.*

Course Learning Outcomes for GE 320:

The successful student will demonstrate the abilities ...

1. To describe and analyze the processes and limitations of science as a way of knowing and of non-scientific ways of knowing, summarizing and analyzing their strengths and weaknesses, especially as related to information technology, genetics, other biomedical ethical issues, and environmental issues
2. To identify effects of technological development on modern life in a diverse world; identifying public policy issues that emerge from developments in information technology, genetics, health care, and environmental science
3. To practice ethical reasoning (involving analysis, synthesis, and evaluation), individually, and as responsible citizens in a diverse community, with regard ethical dimensions of genetic research and technology, health care, and environmental issues as they affect the local bioregion
4. To apply ethical reasoning to specific case studies in genetics, information technology, social policy, health care, and the local or regional environment, as shown in reflection and action, related to science, technology, and human values
5. To write clearly, supporting a thesis, with arguments clearly, coherently, and logically developed, demonstrating mastery of writing as a means of describing, analyzing, identifying, and practicing ethical reasoning with regard to current issues in technology, science, and society
6. To prepare a 15-20 minute oral presentation on a topic considered in the course—a case study, an issue, in which mastery of the concepts and of the art of oral presentation are demonstrated

Texts:

Pence, Gregory. *Medical Ethics: Accounts of Ground-Breaking Cases*, 6th Edition. New York: McGraw-Hill, 2011. ISBN: 978-0-07-340749-4

Shelley, Mary. *Frankenstein*. Revised edition: 1831.

<https://ebooks.adelaide.edu.au/s/shelley/mary/s53f/> = cover page. Click to see Table of Contents, and click "Next" to read the entire book, after each *Letter* or *Chapter*.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Books, 2011. ISBN-10: 1400052181

<http://rebeccaskloot.com/> = excellent website on the author, the book, Ms. Lacks and her family, and the legacy of Ms. Lacks as well as study questions, interviews, etc.

Any texts needed for your particular research for your paper/project and presentation.

Strunk & White: *The Elements of Style*. This little book, first published in 1918, is the best advice for writing that you can get in a short number of pages. <http://www.bartleby.com/141/>

Other assigned readings (on reserve, handouts, and on the web)

Guest speakers

Each other and the learning community in the class

Instructional Methods:

Reading, writing (informal assignments, including journals, and formal analysis and position papers); poster presentation, service-learning, lecture, discussion (small group and large group), internet research and evaluation of sources; videos, guest lectures, role plays, case study analysis – orally and written; self-reflection and synthesis; portfolio development, quizzes, oral presentation.

Course Policies and Evaluation Procedures:

1. **Attendance and participation:** Regular class attendance and active participation are critical to the success of this course. If you are not here, we lose and you lose. When you are here, be physically, emotionally, and intellectually present. Volunteer in discussions or be prepared to answer when called upon. Ask questions of presenters. **Listen carefully** with empathy to others in the class, suspending final judgment until you hear all data and opinions presented.
 - a. **More than two unexcused absences will negatively affect your grade. More than eight absences for any reason will result in failing the class.** If you know you must be absent, be responsible: call to let one of the professors know. This is your job.
 - b. As a professional, showing up, on time, being prepared, doing your work, working in teams, practicing good communication with your coworkers and your employers, and being accountable are critical to your success and the success of the job. Your participation in this course is expected to be as if you were a professional in an organization.

2. **Writing:**

a. **Journals, Homework, & Quizzes:**

Either a journal (assigned the day before) or specific homework, or a quiz will happen every day. **It is your responsibility to know what the assignment is for the next class session, whether you were present or not.** The journals, homework, and quizzes will always be related to the reading required for that day or before. Sometimes there will be additional assignments in addition to journals or quiz preparation. When there is not a

specific assignment, here is what you are to do FOR EACH DAY of CLASS:

1. Describe the conflict in question in the reading for the day. Describe groups and perspectives on each side. What biases and experiences move each group in a particular direction?
2. What GOOD QUESTIONS can you ask groups on each side of this issue – with regard to science or technology involved, and/or ethics or policy related?
3. Personal response? YOU ARE NOT ALLOWED TO SAY, “I FEEL . . .” or EVEN “I THINK” BEFORE you do #1 and #2.

Homework assignments and/or journal entries—as assigned—must be typed, word-processed and turned in, or submitted online via Moodle and turned in before class. They will be graded on a 10-point scale. → You must keep your returned journals; they and your final reflections on them constitute part of your portfolio. The portfolio is due at the end of the semester. (See below.)

Whenever we have a guest speaker, you will be responsible for preparing to listen well, ask informed, respectful questions, and for writing a brief summary of the speaker’s main points and personal response. This will be in addition to whatever assignments you have in preparation for the next day’s class and will be evaluated.

b. Question for research, writing, and oral presentation

The most significant project for the semester is research based on a question that you will identify in the first part of the semester. Each step of the process is graded. See directions to be given.

c. Short formal writing projects: 3

1. Short paper due on Feb. 12.
2. Take-home (midterm) due on March 12.
3. Take-home (final) due with final portfolio on

4. **Portfolio:** Your portfolio, due at the end of the semester, is a record and self-analysis of your entire semester’s work. It is a creation you work on during the semester and present consciously. Content and presentation are important. You are NOT being asked simply to turn in your notebook for the semester. In the portfolio you will include:

- (1) your journals for the semester with commentary;
- (2) your papers; you will include a discussion of how you would revise each of these, if you had another opportunity to do so;
- (3) take-home final reflection on your learning and engagement in this course

Grading:

A. Class participation (homework, quizzes, journals, service-learning)	20%
B. Short paper @ 15%	15%
C. Research paper / project / oral presentation	25%
D. Take-homes (midterm & final) @ 15%	30%
E. Portfolio	10%
	100%

MHU Honor Code: We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

MHU Honor Pledge: On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Course Overview: Subject to change, according to world events and class interest

Readings, assignments, and exercises TBA. You **MUST** check your MOODLE site for this course every single day for messages and updates. There will be many instances of communication about assignments via this ubiquitous technology, and you are responsible for knowing what assignments and changes in assignments are. **Ignorance of the information is no excuse.**

Week	Tuesday	Thursday
1	13 Jan. Intro to course and each other. Identify key issues. Start reading <i>Frankenstein</i> . Semester paper: set schedule.	15 Jan. How are we to “do ethics” together? Ground rules for discussions and methodologies for doing ethical analysis.
2	20 Jan. Topic: Requests to Die Read: Chap. 1 in Pence Write: Select one from the discussion questions @ end of Chap. 1. Write 250-300 words, with thoughtful reflection and references (cited) to pages in the chapter and outside research.. Keep reading <i>Frankenstein</i>	22 Jan. Topic: Requests to Die, continued. Read: see Moodle. Write: see Moodle. Keep reading <i>Frankenstein</i>
3	27 Jan. Topic: Comas Read: Pence, Chapter 1 Write: Discussion question, as above. Keep reading <i>Frankenstein</i>.	29 Jan. Topic: Physician-Assisted Dying Read: Pence, Chapter 3 Write: Discussion question, as above. Keep reading <i>Frankenstein</i>.
4	3 Feb.. Topic: Ethical Theory Read: Pence, Chap. 18 Write: Discussion question. Same directions. Finish reading <i>Frankenstein</i>.	5 Feb. Topic: <i>Frankenstein</i> by Mary Shelley Read: the book, completed. Expect in-class “reward for reading.” Write: See Moodle for assignment.
5	10 Feb. TOPIC: ABORTION Read: Pence, Chapter 4 & case study-Moodle Write: Discussion question response. Start reading <i>Henrietta Lacks</i>.	12 Feb. MEET in LIBRARY: paper topic research. Read: Review discussion notes and Chapter 4 Write: Short paper due; see directions posted. Keep reading <i>Henrietta Lacks</i>.
6	17 Feb. TOPIC: Assisted Reproduction, etc., Read: Pence, Chapter 5 Guest: Dr. Andrea Rockel Write: default journal entry. Keep reading <i>Henrietta Lacks</i>	19 Feb. TOPIC: Embryos, Stem Cells, & Cloning Read: Pence, Chapter 6 Guest: Dr. Andrea Rockel Write: Case study and discussion question Keep reading <i>Henrietta Lacks</i>.

7	24 Feb. TOPIC: <i>Henrietta Lacks</i> , Life and Death Read: Parts One & Two of <i>Henrietta Lacks</i> Guest: Dr. Andrea Rockel Write: See Moodle.	26 Feb. TOPIC: <i>Henrietta Lacks</i> , Immortality Read: Part Three of <i>Henrietta Lacks</i> Guest: Dr. Andrea Rockel Write: See Moodle Work on take-home midterm.
8	3 Mar. TOPIC: What do moral psychology & religion contribute to our understanding of ethics? Guest: Rabbi Nancy Fuchs-Kreimer, Ph.D. Read: See Moodle Write: See Moodle & work on take-home.	5 Mar. TOPIC: Research questions YOU have Read: See Moodle. Write: See Moodle (questions and at least 5 bibliographic sources for each question you are curious about researching) Work on take-home midterm.
9	10 Mar. TOPIC: Treating Impaired Babies Read: Pence, Chapter 7/ case study Write: See Moodle.	12 Mar. TOPIC: Medical Research & Animals Read: Pence, Chapter 8 Write: See Moodle and Take-home midterm is due.
10	17 Mar. – SPRING BREAK!	19 Mar. SPRING BREAK!
11	24 Mar. <i>Last day to withdraw from a class with a W</i> TOPIC: Research on Human Subjects Read: Pence, Chapter 9 Write: See Moodle. Do research on your question.	26 Mar. TOPIC: Transplantation and Ethical Issues Read: Pence, Chapter 11 Write: See Moodle Do research on your question.
12	31 Mar. TOPIC: Involuntary Psychiatric Commitments Read: Pence, Chapter 13—Joyce Brown case Write: See Moodle. Do research on your question.	2 Apr. TOPIC: Genetic Testing Read: Pence, Chapter 14 Guest: Genetics Counselor from Fullerton Genetics Center, Mission Hospital, Asheville Write: See Moodle. Do research on your question.
13	7 Apr. SLAM!	9 Apr. TOPIC: HIV/AIDS & Ebola Read: Pence, Chapter 15 & see Moodle. Write: See Moodle. Do research on your question.
14	14 Apr. TOPIC: Medicine and Inequality Read: Pence, Chapter & check Moodle. Write: See Moodle. Do research on your question.	16 Apr. TOPIC: John/ Joan Case Read: Pence, Chapter 17 Write: See Moodle. Do research on your question.
15	21 Apr. TOPIC: Race, Class, Gender & Bioethics Read: See Moodle Write: See Moodle. Complete research on your question.	23 Apr. TOPIC: Food and Ethics Read: See Moodle. Write: See Moodle. Complete research on your question.
16	28 Apr. TOPIC: Presentations on your research ALL research papers due.	30 Apr. Last Day of Classes TOPIC: Presentations on your research Work on your portfolios.
EXAM is from 8-10 a.m. on Saturday, May 2: y'all are coming to my house for breakfast & conversation about your papers, projects, presentations, and portfolios. Portfolios are due.		

CJ 300
Ethics in Criminal Justice
T/TH • 9:30
SPRING 2015

Dr. Taylor Brickley
Office: 315 Cornwell Hall
Office Hours: M/T/W/TH 11:00 – 12:30 (or by appointment)
Phone: 828.689.1500
Email: tbrickley@mhu.edu

Required Reading

Pollock, J. (2014). *Ethical Dilemmas and Decisions in Criminal Justice (8th Ed.)*.
Wadsworth: Belmont, CA.

Course Objectives and Requirements

Students should be able to:

- Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.
- Identify the major issues of ethical conduct facing the criminal justice (policing, courts, corrections) system today and articulate how they affect the public.
- Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.

You will be expected to read the scheduled chapters *prior* to attending class. Lectures are designed to complement the text. Please do not expect the chapter to be summarized for you during class.

Grading:

Assignment	Points	Grade	Points	
Quizzes (3) 25 pts. each	75	A+	270+	98 – 100%
Activities	25	A	248 – 269	90 – 97%
Test 1	50	B+	242 – 247	88 – 89%
Test 2	50	B	220 – 241	80 – 87%
Presentation	25	C+	215 – 219	78 – 79%
Paper	50	C	193 – 214	70 – 77%
Total	275	D+	187 – 192	68 – 69%
		D	165 – 186	60 – 67%
		F	164 or less	0 – 59%

Moodle Enrollment Key
ethics

Mars Hill University has clearly articulated policies governing academic integrity and students are encouraged to carefully review the policies in the Student Handbook. If you cheat, you will receive an F for the course and may be referred to the MHU Honor Council.

MHU Honor Code and Policy on Plagiarism: www.mhu.edu/academics/honor-code

Activities: We will engage in a variety of group activities and discussions during the semester to help increase your comprehension of the material. Your “activities” grades will reflect the level and quality of your participation in these assignments. Out of class assignments will also count toward this grade.

Quizzes: Quizzes will include choice provided questions and cover the lectures and assigned reading.

Tests: Tests will be essay format. Tests cover material from the lectures, assigned reading and activities.

Paper (Due 4/30): You must complete a 10-12 page paper on an ethical or moral issue in a policing, law, or corrections setting (e.g., use of force, profiling, role conflict, etc.).

➤ See handout (also posted on Moodle) for further details.

Presentation: You will present your final paper to the class. Presentations should be 10 – 15 minutes. Grading is based on the student’s ability to demonstrate a thorough understanding of his or her paper by synthesizing the information and clearly articulating it to the class.

Attendance: Students with more than **4 absences** cannot earn a passing grade for the course. Attendance will be taken at the beginning of class. In other words, *late = absent*. Students who arrive more than 5 minutes after class begins may be asked to leave.

Makeup / Late Work: An assignment will not be accepted after the date/class it is due. If you are absent when an assignment is due, you must have submitted the assignment prior to the due date to receive credit. This includes students that are absent for University related activities.

To request an extension of a due date you must make the request *prior* to the day the assignment is due. Extension requests made on or after the due date will be denied.

Week	Dates	Topic / Chapter	Due / Notes
1	1/13, 1/15	Chapter 1 – Morality, Ethics, and Human Behavior	Tue: Thr:
2	1/20, 1/22	Chapter 2 – Determining Moral Behavior	Tue: Thr:
3	1/27 – 1/29	Chapter 3 – Justice and the Law	Tue: Thr:
4	2/3 – 2/5	Chapter 4 – Becoming an Ethical Professional	Tue: Thr: Quiz 1 (Chapters 1 - 4)
5	2/10 – 2/12	Chapter 5 – The Police Role in Society	Tue: Thr:
6	2/17 – 2/19	Chapter 6/7 – Police Discretion and Dilemmas	Tue: Thr:
7	2/24 – 2/26	Chapter 6/7 – Police Corruption and Misconduct	Tue: Thr:
8	3/3 – 3/5	Finish Chapter 7, Quiz 2	Tue: Thr: Quiz 2 (Chapters 5 - 7)
9	3/10 – 3/12	TEST 1	Tue: REVIEW Thr: TEST 1
10	3/17 – 3/19	>>>>>SPRING BREAK<<<<<<	Tue: NO CLASS Thr: NO CLASS
11	3/24 – 3/26	Chapter 8 – Law and Legal Professionals	Tue: Thr:
12	3/31– 4/2	Chapter 9 – Discretion in the Legal Profession	Tue: Thr:
13	4/7 – 4/9	Chapter 11 – Ethics of Punishment and Corrections	Tue: NO CLASS (SLAM) Thr:
14	4/14 – 4/16	Chapter 12 – Discretion in Corrections	Tue: Thr:
15	4/21 – 4/23	Finish Chapter 12, Quiz 4	Tue: Thr: QUIZ 3 (Chapters 8,9,11,12)
16	4/28 – 4/30	Presentations	Tue: Presentations Thr: Presentations, FINAL PAPER DUE

Proposal for EI-Course Designation

CJ 300: Ethics in Criminal Justice

Course Overview

Ethics in Criminal Justice (CJ 300) is an ethics intensive course focused on the study of current theory, research and practice in the American Criminal Justice System. Particular attention is paid to ethical issues in policing, courts, and corrections. Significant time is also devoted to the analysis of ethical dilemmas through a variety of ethical frameworks.

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.*
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
2. Apply ethical perspectives to subject or discipline-based issues. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Identify the major issues of ethical conduct facing the criminal justice system (policing, courts, corrections) today and articulate how they affect the public.*
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
 - *Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.*

Proposal for EI-Course Designation (BA/PHI 330: Social and Organizational Ethics)

Course Overview

Social and Organizational Ethics is already an ethics-intensive course (from catalog description, to syllabus construction, to daily classroom activities and exercises). The course is structured for the application of ethical theory (utilitarianism, deontology, virtue ethics, etc.) and ethical perspectives (stakeholders, codes of conduct, sustainability, etc.) to “issues and problems in business and non-profit organizations” (MHU Catalog Course Description).

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- identify important moral issues that arise in various social and organizational contexts and assess ethical decision making through case studies
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character

2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- examine and demonstrate how traditional concerns of ethics are central to work and the workplace
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character

3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- demonstrate ethical reasoning skills through the construction and evaluation of ethical arguments in the context of social and organizational ethics
- recognize and appreciate opportunities for and constraints on individual decision making in organizational and institutional contexts

Social and Organizational Ethics – BA/PHI 330
Mars Hill University – Fall 2014

Instructor: Barry Sharpe, PhD, JD
Office: Founders Hall 111
Phone: (828) 689-1338
Meeting Time: TR 12:00-1:15 PM
Meeting Location: Nash 212
Office Hours: MWF 10:00-11:30 AM, TR 2:00-3:00 PM, and by appointment
Email: bsharpe@mhu.edu

Catalog Course Description

This course is an exploration of the ways in which ethical theory from the western tradition can inform serious issues and problems in business and non-profit organizations. Conversely, the course will explore ways in which actual situations and contexts of case studies from business and non-profit organizations challenge and shape ethical theory. Prerequisite: Junior status.

Course Goals and Objectives

By the end of this course, students will:

- examine and demonstrate how traditional concerns of ethics are central to work and the workplace;
- identify important moral issues that arise in various social and organizational contexts and assess ethical decision making through case studies;
- recognize and appreciate opportunities for and constraints on individual decision making in organizational and institutional contexts;
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life;
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character;
- demonstrate ethical reasoning skills through the construction and evaluation of ethical arguments in the context of social and organizational ethics.

Required Text

Laurie P. Hartman
Joseph DesJardins
Chris MacDonald

Business Ethics: Decision Making for Personal Integrity and Social Responsibility
3rd ed. (McGraw-Hill, 2014)

Course Requirements and Grades

Discussion Prompt Posts

At the beginning of each week I will post a discussion prompt for each of the assigned chapters. Prompts are likely to involve the following: scenarios, exercises from the chapter, or test-style questions. You will be responsible for submitting four (4) Discussion Prompts (no more than one per chapter). In your posts please make explicit connections to course themes and materials. This assignment should be viewed as practice in/for ethical reasoning and business decision making. Appropriate concern for the substance and mechanics of academic writing is

expected (for this and all other writing assignments). Posts should be 450 to 550 words in length (include word count in post). Please post responses to the appropriate assignment link for the week on Moodle.

Decision Point Exercises

Each of the chapters in *Business Ethics: Decision Making for Personal Integrity and Social Responsibility* contains a number of Decision Point exercises. Select and respond to four (4) of the Decision Point exercises from the assigned chapters (no more than one exercise from each chapter). Do not select any of the Decision Point exercises at the beginning of the chapters (the authors analyze these exercises at the end of each chapter). At the conclusion of each exercise you will be presented with a number of questions raised by the case. Answer these questions and post to the relevant Assignment Link for the week on Moodle. In your posts please make connections to course themes and materials. Make sure to submit your post AFTER reading the chapter. Responses should be 400 to 500 words in length (include word count in post).

Ethics Case Study

Select and analyze one (1) of the ethics cases listed in the "Ethics Case" folder on the course Moodle page. Use the model of ethical decision making presented by the authors of *Business Ethics: Decision Making for Personal Integrity and Social Responsibility* (found on pages 128-130) as the framework for this analysis. Case studies should be between 700 and 900 words in length (include word count with document). Students will be organized into one of four groups based on case selection. Each group will be responsible for leading class discussion on one of these cases. Specific dates and assignments will be posted on Moodle.

Quizzes

To help prepare for class discussion, students will complete several Moodle-based quizzes. These will be open-book, open-notes exercises. Collaboration with others is also permitted, but students should be prepared to explain responses in class. (If you are not doing the work, you are not "doing" the learning.) More complete instructions will accompany each quiz. See Moodle for details. There will also be several in-class quizzes. The in-class quizzes will be closed-book, closed-notes exercises. These exercises will be conducted at the end of class.

Final Exam

The final exam will be a cumulative, take-home exercise. A list of questions will be distributed during the last week of class. Exams will be due during the scheduled final exam period.

Participation

Daily preparation for class is essential. You will be expected to stay current with the readings and participate regularly in class. There will be a variety of opportunities for participation available to students (e.g., responding to questions, group and debating exercises, communication through email, Moodle exercises, simulations, etc.). You will also be expected to check MHU email accounts and the Moodle site for the course to stay current with announcements and assignments. Failure to do so will result in a penalty for the participation score.

<i>Discussion Prompt Posts (4)</i>	20%
<i>Decision Point Exercises (4)</i>	20%
<i>Ethics Case Study</i>	20%
<i>Quizzes</i>	10%
<i>Final Exam</i>	20%
<i>Participation</i>	10%

The following grading scale will apply:

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-	60-69 D	Below 60 F

Attendance and Course Policies

Daily preparation for and participation in class are critical if this is to be a successful course. All assigned materials should be read carefully before class sessions. Please come to class prepared to discuss and ask questions about course materials. Tardiness, early departures, inappropriate use of electronic devices, lack of attention in and preparation for class may result in grade penalties (reduction in participation score). You will be responsible for assignments, assigned readings, and class discussions missed as a result of an absence.

The classroom is a special kind of community. Responsibility for the creation and maintenance of this community is shared by all members. Academic integrity and civility are the cornerstones of this community. The Honor Code and Honor Pledge exemplify these commitments.

The Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

The Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Mars Hill University's policy on academic misconduct (pages 44-45 of the 2014-2015 University Catalog and pages 11-18 of the Student Handbook) will direct academic procedures for this course.

[Note the transition here from an aspirational honor code to plagiarism policy. This is a useful place to mark the conceptually tangled relationship between law and ethics as well as the more specific challenges of maintaining a robust, respectful, and responsible learning community.]

Course Outline

Tue., August 19 Introduction 1. Overview of Course 2. Constructing and Evaluating Ethical Arguments 3. What is Social and Organizational Ethics?		Thu., August 21 Ethics and Business 1. Ethics and the Business Environment 2. Business Ethics as Ethical Decision Making 3. Business Ethics as Personal Integrity and Social Responsibility 4. Ethics and the Law 5. Ethics as Practical Reason	H2-29
Tue., August 26 Ethics and Business 1. Value in Transition 2. Markets and Morals 3. The MBA Oath	H29-44	Thu., August 28 Ethical Decision Making: Personal and Professional Contexts 1. A Decision-Making Process for Ethics 2. When Ethical Decision Making Goes Wrong 3. Ethical Decision Making in Managerial Roles	H45-67
Tue., September 2 Ethical Decision Making: Personal and Professional Contexts 1. Individual and Collective Responsibility	H67-100	Thu., September 4 Philosophical Ethics and Business 1. Ethical Frameworks: Consequences, Principles, and Character	H101-131

2. Stakeholders and Stakeholder Theory 3. Repetition, Distraction, and Exclusion		2. A Decision-Making Model for Business Ethics	
Tue., September 9 Philosophical Ethics and Business 1. Business and Human Rights 2. Ethical Norms and Business 3. Kantian Theory and Business Practices	H131-146	Thu., September 11 Theory and Practice: Case Analysis and Business Ethics	Sample Ethics Case #1 (Healthy Cuts)
Tue., September 16 Theory and Practice: Case Analysis and Business Ethics	Sample Ethics Case #2 (How the Chips Fall)	Thu., September 18 The Corporate Culture – Impact and Implications 1. Corporate Culture and Ethics 2. Compliance and Value-Based Cultures 3. Ethical Leadership and Corporate Culture 4. Mandating and Enforcing Culture	H147-186
Tue., September 23 The Corporate Culture – Impact and Implications 1. Leadership and Organizational Culture 2. Ethics and Risk Management 3. Whistleblowing	H186-210	Thu., September 25 Corporate Culture Assignment – College Admissions, Compliance, Ethics, and Risk Management	Moodle Resources
Tue., September 30 Corporate Culture Assignment – College Admissions, Compliance, Ethics, and Risk Management	Moodle Resources	Thur., October 2 Online Assignment	Moodle Assignment Link
Tue., October 7 Fall Break		Thur., October 9 Corporate Social Responsibility 1. Models of Corporate Social Responsibility 2. Does “Good Ethics” Mean “Good Business”?	H211-239
Tue., October 14 Corporate Social Responsibility 1. Rethinking the Social Responsibility of Business 2. The Case For and Against Corporate Social Responsibility	H239-260	Thu., October 16 Employer Responsibilities and Employee Rights 1. Ethical Issues in the Workplace 2. The Employer-Employee Relationship 3. The Global Workforce and Global Challenges 4. Rights and Responsibilities in Conflict	H261-310
Tue., October 21 Employer Responsibilities and Employee Rights 1. Sweatshops 2. Ethics, Supply Chains, and Contract Factories 3. The Case of American Apparel	H310-334	Thu., October 23 Technology and Privacy in the Workplace 1. Workplace Privacy (Ethical and Legal Considerations) 2. Privacy, Information, and Technology 3. Monitoring as Managing Employees	H335-378
Tue., October 28 Technology and Privacy in the Workplace 1. Drug Testing 2. Ethical Uses of Technology 3. Hiring and Social Media 4. Genetic Testing	H378-400	Thur., October 30 Ethics and Marketing 1. An Ethical Framework for Marketing 2. Responsibility for Products: Safety and Liability 3. Responsibility for Products:	H401-445

		Advertising and Sales 4. Marketing Ethics and Consumer Autonomy 5. Marketing to Vulnerable Populations 6. Supply Chain Responsibility 7. Sustainable Marketing	
Tue., November 4 Ethics and Marketing 1. The Ethical Tensions of Buzz, Blog, and Swag 2. Data Collection and Privacy 3. Online Food Advertising and Children 4. Selling to the Poor 5. Trust, Truth-Telling, and POM Wonderful®	H445-474	Thu., November 6 Business and Environmental Sustainability 1. Business Ethics and Environmental Responsibility 2. Markets, Regulations, and Sustainability 3. Sustainable Business	H475-498
Tue., November 11 Business and Environmental Sustainability 1. The Next Industrial Revolution 2. The Triple Bottom Line (3BL) 3. Beyond Corporate Responsibility	H498-522	Thu., November 13 Corporate Governance, Accounting, and Finance 1. Professional Duties and Conflicts of Interest 2. Sarbanes-Oxley 3. Legal and Ethical Duties of Board Members 4. Executive Compensation 5. Inside Trading	H523-556
Tue., November 18 Corporate Governance, Accounting, and Finance 1. Convergence and Differentiation in Corporate Cultures 2. "Lessons" from the Libor Scandal 3. Highs and Lows in CEO Compensation	H556-570	Thu., November 20 Ethics Case #1 and #2	
Tue., November 25 Ethics Case #3 and #4		Thu., November 27 Thanksgiving	
Tue., December 2 Course Review		Mon., December 8 Final Exam (11AM -1 PM)	

El-Course Proposal for REL 341 Christian Ethics

Course Overview: The course description already identifies that this is an ethics-intensive course.

Course description: *This course is an introduction to the discipline of Christian Ethics. As a discipline, Christian ethics is a particular kind of praxis Christians do, in community, as a function of the church. Praxis involves an involved and self-critical cycle of reflection on action that leads to more sustained reflection and more thoughtful action. Christian ethics has a history; there are particular sources, methods, theological perspectives, stories, and symbols. Christian ethics as a discipline occurs at the intersection of theology and philosophy.*

In this course, we will ourselves practice doing Christian ethics, from a variety of perspectives. In that process, we will read, write, research, listen and discuss sources, methodologies and theologies for doing Christian ethics, and we will apply those tools to various contemporary issues and in various particular cases. Cases addressed will deal with race and class, church and state, gender and sexuality.

Required Student Learning Outcomes

1. **Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)**
 - *Students will identify the range of ethical issues, sources, and topics considered in the discipline of Christian ethics;*
 - *Consider with each thinker, issue, and case study the range of Christian ethicists' responses*
 - *Compare and contrast the issues identified in academic discipline of Christian ethics with those identified in popular perception or ecclesiastical practices*
2. **Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)**
 - *Discuss in writing and orally some of the sources (Biblical-theological, philosophical, experiential, and social) for doing classical and contemporary Christian ethics;*
 - *Identify and analyze options in methodologies for doing Christian ethics;*
 - *Apply more than one methodology to particular case studies and issues.*
3. **Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)**
 - *Create an annotated bibliography of parallel reading in a variety of genres that will demonstrate a range of thinking on contemporary Christian ethics;*
 - *Apply more than one methodology to particular case studies and issues.*
 - *Analyze a Christian ethicist's work in clear, well-researched writing;*
 - *Synthesize the elements of Christian ethics into a tentative personal ethical stance;*
 - *Practice hospitality and civility when discussing important and difficult issues and when visiting and working with people very different from themselves.*

REL 341: CHRISTIAN ETHICS Spring 2014

Katharine R. Meacham, Ph.D.

Office Hours: MW 10-11 and 2-3:30; TR 3-4; F 2-3 and by appointment

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"Noah, you're so full of what's right you can't see what's good."

Texas corn farmer, quoted in Joseph Fletcher's Situation Ethics

"Why do you call me good? No one is good but God alone." Jesus, in Mark 10:18

"God has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humble with your God?" Micah 6:8

". . . Forgive one another, as God in Christ has forgiven you." Ephesians 4:32

"Lord, when was it that we saw you hungry and gave you food . . . and when was it that we saw you a stranger and welcomed you?" Matthew 25:37-38

"God is acting in every event. Respond to every event as if you are responding to God."

paraphrase by Theodore Loder of H. Richard Niebuhr's ethic of responsibility

"Christ comes in the Stranger's guise." Poem, hanging on the wall of The Open Door, an intentional Christian community working with homeless people in Atlanta, Georgia

"There is a call to us, a call of service -- that we join with others to try to make things better in this world." Dorothy Day @ The Catholic Worker

Course Description:

This course is an introduction to the discipline of Christian Ethics. As a discipline, Christian ethics is a particular kind of *praxis* Christians do, in community, as a function of the church. *Praxis* involves an involved and self-critical cycle of reflection on action that leads to more sustained reflection and more thoughtful action. Christian ethics has a history; there are particular sources, methods, theological perspectives, stories, and symbols. Christian ethics as a discipline occurs at the intersection of theology and philosophy.

In this course, we will ourselves practice doing Christian ethics, from a variety of perspectives. In that process, we will read, write, research, listen and discuss sources, methodologies and theologies for doing Christian ethics, and we will apply those tools to various contemporary issues and in various particular cases. Cases addressed will deal with race and class, church and state, gender and sexuality.

Texts: Required texts are books, experiences, and encounters that everyone will do together;
Optional texts are books, experiences, and encounters that will be different from others in class.

Required texts:

Gorell, George W., Editor. *Christian Social Teachings: a Reader in Christian Social Ethics from the Bible to the Present*, 2nd Edition (Fortress Press, 2013)—CST = abbreviation in schedule

Other texts as assigned (on web, on Moodle, from libraries or for purchase).

Bibliography of A Small Sampling of Related Books:

Price, Reynolds, *A Serious Way of Wondering: The Ethics of Jesus Imagined*
Sheldon, Charles M. *In His Steps* – any edition, so long as it is UNABRIDGED
Siker, Jeffrey. *Homosexuality and the Church: Two Sides of the Debate*
Thurman, Howard, *Jesus and the Disinherited*. Beacon Press: 1976. Paper.
Martin Luther King. *Strength to Love* (essays and sermons)
Will Campbell. *Brother to a Dragonfly* (narrative ethics—autobiography)
Will D. Campbell. *The Glad River* (novel)
Walter Wink. *Jesus and Nonviolence: A Third Way* or any of his others
Daloz, Keen, Daloz Parks, and Keen. *Common Fire: Leading Lives of Commitment*
Charles H. Cosgrove, *Appealing to Scripture in Moral Debate: Five Hermeneutical Rules*
Fletcher, Joseph. *Situation Ethics*
Bonhoeffer, Dietrich
Zora Neale Hurston. *Their Eyes Were Watching God*
Toni Morrison. *Beloved*
Don Moseley
Joyce Hollyday
Eduard Loring. *Christ Comes in the Stranger's Guise* -- online

And . . . for your paper-thinking research: Richard Mouw, Lewis B . Smedes, Tony Campolo, Sallie McFague, Beverly Harrison, Virginia Ramey Mollenkott, Katie Geneva Cannon, Sharon Welch, Stanley Hauerwas, H. Richard Niebuhr, Reinhold Niebuhr, Dorothea Solle, Paul Ramsey, James Cone, James Gustafson, Marjorie Hewitt Suchocki, John B. Cobb, Jr., Robert MacAfee Brown, Rosemary Radford Ruether, Dorothy Day, Elizabeth Cady Stanton, Dorothy Day, Delores S. Williams, Richard Hays, Letty Russell, Joan M. Martin

There will be other readings on reserve, handed out in class, and on the internet.
We will have various guest speakers, some of whom will come to us and others we will visit.
Our guests, each other, and those with whom we are in service are also texts for this course. Read on.

We will have experiential dimensions to this exploration of Christian ethics:

1. Our classroom itself will be a laboratory in which to practice caring and constructive engagement with those who are Other than us;
2. Each student will become involved with people who are genuinely “Other” – whether they are homeless, imprisoned, hungry, or hurting in some way that is harder to see – through your chosen service-learning project;
3. As a class, we will visit an intentional Christian community to explore that more radical option for Christian living. It is extremely important for you to arrange to come on this weekend field trip. The date is being negotiated with the people at Jubilee Partners in Comer, Georgia. TBA.

Goals of the course: To introduce students to the discipline of Christian ethics; to practice doing Christian ethics, using a variety of sources, cases, methodologies, and theological perspectives. This course also meets the requirements of a Women’s Studies “adaptable” course. That means that we will practice teaching and learning methods that aim to include the voices all women and men who are around the table and we will try to hear the voices & experiences of those who are not around the table, learning and imagining why some might be excluded, and creating ways of meeting and hearing those voices. It also means that we will read and meet Christian ethicists (both women and men) who consider gender, race, and class in their ethical analyses. These approaches will help us meet the central goal of listening well, speaking respectfully, and engaging honestly with those who are “Other”, the “Stranger,” – whether in the room with each of us or out on the street or across the world.

Objectives:

By the end of this course, students will:

1. Discuss in writing and orally some of the sources (Biblical-theological, philosophical, experiential, and social) for doing classical and contemporary Christian ethics;
2. Identify and analyze options in methodologies for doing Christian ethics;
3. Create an annotated bibliography of parallel reading in a variety of genres that will demonstrate a range of thinking on contemporary Christian ethics;
4. Apply more than one methodology to particular case studies and issues.
5. Analyze a Christian ethicist's work in clear, well-researched writing;
6. Synthesize the elements of Christian ethics into a tentative personal ethical stance;
7. Practice hospitality and civility when discussing important and difficult issues and when visiting and working with people very different from themselves.

Expectations, Requirements, and Methods:

1. Class Participation: Ethics, like theology and philosophy, is **DONE**, not swallowed and regurgitated. It is an activity, a set of practices. Ethics—critical, rational, creative and imaginative reflection on moral dilemmas—is done in community. It is not a solitary endeavor. We will work together to see if we can create community in this class. Your active, respectful, and hospitable involvement in this class is essential for both the success of the class and for your success in the class.

In order to participate, you will need to come to class having read and questioned the assigned readings for the day. Occasional quizzes will be given. You will need to do all writing and turn it in on the due date, unless special arrangements have been made well ahead of time. You'll need to participate in activities of the class, as we agree with each other. Of course, in order to participate, you must be present, physically. More than two absences will negatively impact your grade. It is hospitable to let me know what is going on when you are absent.

Presence is also emotional, intellectual, and spiritual. Those qualities are much more difficult to evaluate. Your discussion, journals, active engagement in all assignments, and demonstrated civility and hospitality in class will be the best indicators. You and I will evaluate your presence in these ways together, throughout the semester. When you find yourself not engaged, it is your responsibility to come talk with me.

2. Reading: Books, chapters, and articles are assigned for each day. **READ WITH PENCIL IN HAND!** Make notes in the margins. Identify points you don't understand, places where you argue with the author, and places where you agree. Come prepared to discuss, to ask questions, and to explore together. Some of this reading is really difficult.

a. Required reading: that which is indicated for each day's assignment. You are to come to class having wrestled with the readings.

b. Parallel reading: the assignment is required; some choices are optional. You are to create an annotated bibliography of approximately 500 pages of parallel reading. The parallel reading must be from identified Christian ethicists (see list on p. 2). You may also choose from a variety of sources: academic, popular, reflecting a range of theologies. Those parallel readings assigned (e.g., Dostoevsky and Kierkegaard) are to be included. Half your annotated bibliography will be due at the midterm. The other half will be due at the final.

3. Writing: Writing is critical to the practice of doing Christian ethics. The kind of thinking that writing well entails is different from the kind of thinking required for discussing an issue. We clarify our thinking and also we learn what we realize we don't understand through writing. This course asks you to do two different kinds of writing in four different kinds of assignments: journals and the service-learning scrapbook call for informal writing; papers and take-home exams require formal writing.

- a. **Journals:** This is where you will reflect on the readings and discussions. Sometimes I will give specific topics for journals; at other times, you will be asked to reflect on the readings and discussions. This writing is informal, first-person, and here I ask you to engage yourself with the issues at as many levels as you can.
 - i. **The generic form for journals is this:** focus—in one paragraph—on a central question in the reading; in the second paragraph, connect that question or topic with Christian ethical theory, and in the third paragraph, respond.
 - ii. I will collect these once a month, as announced, and return them with comments. You are to keep your returned journals, as they will be the basis for part of your portfolio. Assume you are to write one per class per day. Sometimes there will be more. Sometimes there will be less, when you are working on papers intensely.
 - b. **Mid-term:** You will have a take-home opportunity for connection, reflection, analysis and integration of what you have learned in the first few weeks of the course. This will be due before spring break. Your midterm will include, in addition to questions about the readings, half of your annotated bibliography and at least three topics, questions, or people you are interested in exploring for your semester paper in this course. Those topics will need to be accompanied by at least three annotated bibliographical entries each. Of course, the entries you select for this part of the assignment are included in the entries that will be part of your semester long parallel reading bibliography.
 - c. **Semester paper:** You will write a 10-page paper that will do one of the following: either you will analyze the work of one Christian ethicist, or you will analyze a particular issue from several positions, using the works of at least two Christian ethicists on that issue. Students wanting credit for the Women's Studies minor will choose a final paper in consultation with the professor that will particularly look at the work of Christian feminist ethicists. **Topic & preliminary bibliography: due at mid-term. Draft of paper due: April 23. Final paper due with portfolio.**
 - d. **Movie viewing & response papers:** Students are expected to see ALL movies selected for this class, as well as at least one of the Martin Luther King honoring movies or speakers between Jan. 14 and Feb. 28. Response papers will be in the form of a Describe-Connect-Reflect paper (D-C-R). See directions, which will be posted on Moodle.
 - e. **Final (take-home)**
4. **Doing: Service-learning description & reflection:** The class and you, individually, will be engaged with people-in-the-world who are *doing* Christian ethics in community and in surprising ways. There are two criteria to be met for any service-learning project, whether they are ones we do as a group or whether they are projects you, individually, create:
- a) the service you provide is requested and defined by the people you are serving;
 - b) the people you are serving are, at least on the surface, different from you; they are people with whom you have not had much experience.

Each student will need to do approximately ten to fifteen hours of service in this project. You will reflect on your service-learning through D-C-R reflections (Describe-Connect-Reflect – see directions posted on Moodle) and included in your final portfolio. One possibility is to

work with **Beloved House** in Asheville on a regular basis throughout the semester. We will discuss this in class.

In addition to a local service-learning project, the class will take a field trip to Jubilee Partners, an intentional Christian community in Comer, Georgia, that works with international refugees and with people on death row.

You will document and reflect on your service-learning projects will be included in your portfolio. You may create this dimension of your portfolio as a scrapbook or in some creative form, so long as you identify your expectations, describe your experience, and reflect on what you learned.

5. **Portfolio:** Your journals, your papers, annotated bibliography, and your reflections on your service-learning will form the backbone of your portfolio. You will write an introduction (about 2 pages) to the portfolio, evaluating it from your perspective at the end of the course. You will include any quizzes, the mid-term take-home exam, and the final take-home. More directions coming.
6. **Presentations:** Each student will give a 10-15 minute presentation to the class in the last week of the semester, based on either your personal research or the service-learning project and how it connects with your understanding of Christian ethics.

GRADING:

Class participation, including quizzes, in-class writing, & presentation	20%
Journals, including short writing assignments (movie + reading responses)	20%
Midterm, including annotated bibliography of parallel rdg Part I	20%
Term paper, analyzing the work of a Christian ethicist	20%
Portfolio, inc. final exam, parallel reading bib & service-learning reflections	<u>20%</u>
	100%

Parallel Reading – required as well as optional:

<https://www.mtholyoke.edu/acad/intrel/pol116/grand.htm> = “**The Grand Inquisitor**” portion from Dostoevsky’s **Brothers Karamazov** = REQUIRED in week 2. See outline of readings.

Fear and Trembling by Soren Kierkegaard. This small book is packed to the gills and will change your life if you let it. It’s difficult – b/c ... well, it’s not *really* by Kierkegaard, but by one of his pseudonyms ... on purpose. This one is REQUIRED – in week 6. Find it at religion-online.org and read it from there – or from the library...or purchase it. You can get used copies really really inexpensively.

EITHER Dorothy Day, *The Long Loneliness* or Will D. Campbell, *Brother to a Dragonfly*. REQUIRED for week 15.

OPTIONAL parallel readings: You are to select readings from any of the names listed at the top of page two. If you have other Christian ethicists or case studies of people living in such a way that their lives exemplify the doing of Christian ethics, you are to have a conversation with me about those people and the books or articles you want to read. My office hours are posted at the top of this syllabus.

Wk	Tuesday	Thursday
	<i>WHO are we? WHAT are we doing? HOW shall we "do" Christian ethics?</i>	
1	<p>1/14 What is <i>Christian</i> about Ethics? What is <i>Ethical</i> about Christian thought & action? What does it mean to "do Christian ethics"? Intro to methodology—Divine Command Theory and its critics... Read: Matthew 5-7, aka "The Sermon on the Mount" for Thursday. This week: watch the movie, <i>Dead Man Walking</i>—with class.</p>	<p>1/16 How shall we go beyond "bumper sticker" ethics? How shall we do "difficult dialogues" in this class? Use "The Sermon on the Mount" as the guide for our discussion. Come also with questions on the syllabus, written, and to be turned in. <i>Watch Dead Man Walking</i> this week – as class, if possible. Maybe Sun. eve, Jan. 20??</p>
	<i>BIBLICAL influences</i>	
2	<p>1/21 Hebrew Bible sources (CST Chap. 1) & other selections, as posted on Moodle... inc. Hebrew Bible on the death penalty".</p>	<p>1/23 New Testament sources (CST Chap. 2) & other selections, as posted on Moodle. Case study & parallel reading: Dostoevsky's "The Grand Inquisitor" from <i>The Brothers Karamazov</i></p>
	<i>The EARLY CHURCH (2nd – 5th centuries) & The MEDIEVAL CHURCH (6th – 14th centuries)</i>	
3	<p>1/28 Church "Fathers" intro (CST chaps 3-6)</p>	<p>1/30 Case study: Augustine – CST (7) & Monasticism CST (8)</p>
4	<p>2/04 Medieval Mystics (CST 9), Hildegard of Bingen (TBA), Thos. Aquinas (CST 10) & Medieval Papacy (CST 11)</p>	<p>2/06 Setting up for the Modern World (Renaissance & Reformation). Case study: Rembrandt's "The Holy Family" + another TBA</p>
	<i>The MODERN WORLD (16th century through 19th)</i>	
5	<p>2/11 REFORMATION voices: Luther, Calvin, Anabaptists, & Jesuits (CST, Part 4)</p>	<p>2/13 POST-REFORMATION voices: Puritans, Roger Williams, Quakers (CST, Part 5) . Midterm will be assigned – due in 3 weeks.</p>
6	<p>2/18 ENLIGHTENMENT voices: Rationalism, Pietism, & Wesley (CST, Part 6)</p>	<p>2/20 19th CENTURY VOICES: Schleiermacher, Bushnell, Sojourner Truth, Frederick Douglas (CST, Part 7) + Kierkegaard – <i>Fear & Trembling</i></p>
	<i>MODERN? POST-MODERN? The contemporary conversation begins</i>	
7	<p>2/25 Social Gospel, Reinhold Niebuhr (CST chapters 30 & 31). Case study: TBA</p>	<p>2/27 Tillich & Barth (CST chapters 32-33). Case study: Bonhoeffer (CST 34)</p>
8	<p>3/04 Feminist Voices (CST, chapter 35) Case study: TBA</p>	<p>3/06 Womanist Voices (CST chapter 36). Case study: TBA MIDTERM is DUE.</p>
9	Spring Break!	Spring Break!
	<i>CONTEMPORARY ISSUES – mid-20th century to the present</i>	
10	<p>3/18 Justice and Liberation (CST 37)</p>	<p>3/20 Case study: Oscar Romero</p>
11	<p>3/25 Human Sexuality (CST 38)</p>	<p>3/27 Case studies</p>
12	<p>4/01 Environmental Ethics (CST 39)</p>	<p>4/03 Case studies</p>
13	<p>4/08 Biomedical Ethics (CST 40)</p>	<p>4/10 Case studies</p>
14	<p>4/15 Pacificism, Just War, Terrorism (CST 41)</p>	<p>4/17 Case Studies: Mr. Leahy – film , Bonhoeffer (again) , Father Elias Chacour, CPTs and WFP</p>
15	<p>4/22 Church-in-World & Virtue Ethics (CST 42)</p>	<p>4/24 Case studies –Will D. Campbell, Dorothy Day</p>
16	<p>4/29 Presentations on papers & projects...</p>	<p>5/01 Reading Day</p>

Proposal for EI-Course Designation (PS 341: Ethics, Politics, and Policy)

Course Overview

This course focuses on ethical issues and controversies surrounding the formulation and implementation of public policies. The emphasis will be on learning how to make and evaluate ethical arguments about politics and policy.

Specific Course Themes

Political Ethics

Two central questions structure inquiries in the field of political ethics. 1) Is political action governed by generally applicable moral principles or does it possess a distinctive logic and/moral structure of its own? We will explore possible responses to this question by focusing on the ends and means of politics, principal/agent issues, and the nature of individual and collective responsibility. These issues will be clearly visible in our examination of the problem of dirty hands and the moral structure of war. Many of these issues will also be present in our examination of the ethics of democracy. 2) What are the moral dimensions of public policies? The central concern here is with the values that stand behind or support particular policy outcomes. An important corollary to this question is what difference, if any, should the context of democratic politics make for how we approach and negotiate differences when moral values collide or conflict.

Methodological Concerns: Bottom-up (problem-driven) or Top-down (theory-driven)

What should be the role of ethical theory and philosophical reasoning in politics and policy making? How should we investigate the moral dimensions of policy debates? What are the most appropriate methods for identifying and dealing with moral conflicts in areas of public policy? How should we proceed in the face of (seemingly) irreconcilable moral conflict? Is there an appropriate place for compromise in negotiating conflicts in the application of moral principles to the policy context? Tackling these questions will require grappling with some recurring issues and problems in metaethics and political theory (e.g., moral realism, reflective equilibrium, and the nature of justification).

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Identify ethical issues in the formulation and implementation of public policies.
2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Apply ethical perspectives to explore criteria and frameworks for the analysis of the means and ends of specific public policies.
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Practice ethical reasoning skills through evaluation of the ethical criteria and frameworks employed to support specific public policies

PS 341 – ETHICS, POLITICS, AND POLICY – SPRING 2016

Instructor: Barry Sharpe, PhD, JD

Office: Founders Hall 111

Phone: 689-1338

Email: Bsharpe@mhu.edu

Meeting Location: Nash 205

Meeting Times: MWF 1:00-1:50 PM

Office Hours: MWF 11:00 AM-12:15 PM, MR 1:30-2:30 PM, TR 9:00-10:45 AM, and by appointment

Virtual Office Hour: W 8:30-9:30 PM

CATALOG COURSE DESCRIPTION

This course focuses on ethical issues and controversies surrounding the formulation and implementation of public policies. The emphasis will be on learning how to make and evaluate ethical arguments about politics and policy.

REQUIRED TEXTS

Eric Beerbohm	<i>In Our Name: The Ethics of Democracy</i> (Princeton, 2012)
Michael Walzer	<i>Just and Unjust Wars</i> 5th ed. (Basic Books, 2015)
Jonathan Wolff	<i>Ethics and Public Policy: A Philosophical Inquiry</i> (Routledge, 2011)
Articles on Moodle	Eric Beerbohm, "The Problem of Clean Hands: Negotiated Compromise in Lawmaking"; Charles Blattberg, "Dirty Hands"; Suzanne Dovi, "Guilt and the Problem of Dirty Hands"; David Held, "Dealing with Saif Gaddafi: naivety, complicity or cautious engagement?"; Amy Gutmann and Dennis Thompson, "Valuing Compromise for the Common Good"; John Keane, "Libya, intellectuals and democracy: an open letter to Professor David Held"; Dennis Thompson, "Political Ethics"; Jeevan Vasagar and Rajeev Syal, "LSE Head Quits Over Gaddafi Scandal"

SPECIFIC COURSE THEMES

Political Ethics

Two central questions structure inquiries in the field of political ethics. 1) Is political action governed by generally applicable moral principles or does it possess a distinctive logic and/moral structure of its own? We will explore possible responses to this question by focusing on the ends and means of politics, principal/agent issues, and individual and collective responsibility. These issues will be clearly visible in our examination of the moral structure of war. Many of these issues will also be present in our examination of the ethics of democracy. 2) What are the moral dimensions of public

policies? The central concern here is with the values that stand behind or support particular policy outcomes. An important corollary to this question is what difference, if any, should the context of democratic politics make for how we approach and negotiate differences when moral values collide or conflict.

Methodological Concerns: Bottom-up (problem-driven) or Top-down (theory-driven)

What should be the role of philosophical reasoning in politics and policy making? How should we investigate the moral dimensions of policy debates? What are the most appropriate methods for identifying and dealing with moral conflicts in areas of public policy? How should we proceed in the face of (seemingly) irreconcilable moral conflict? Is there an appropriate place for compromise in negotiating conflicts in the application of moral principles to the policy context? Tackling these questions will require grappling with some recurring issues and problems in metaethics and political theory (e.g., moral realism, reflective equilibrium, and the nature of justification).

STUDENT LEARNING OUTCOMES

- (1) Identify ethical issues in the formulation and implementation of public policies.
- (2) Apply ethical perspectives to explore criteria and frameworks for the analysis of the means and ends of specific public policies.
- (3) Practice ethical reasoning skills through evaluation of the ethical criteria and frameworks employed to support specific public policies

COURSE REQUIREMENTS AND GRADES

Unit Exams (3)

There will be an essay exam on each of the assigned texts for the course (*Ethics and Public Policy, In Our Name, and Just and Unjust Wars*). A list of possible essay questions will be distributed prior to each exam. Each exam will have an in-class and an out-of-class component. The in-class component of the exam will be structured as a traditional essay exam. For the out-of-class part of the exam, you will be given the opportunity to revise and expand upon what was written in class.

Quizzes (5)

To help prepare for class discussion, you will complete several Moodle-based quizzes. These will be open-book, open-notes exercises. Collaboration with others is permitted, but you should be prepared to explain responses in class. (If you are not doing the work, you are not “doing” the learning.) This includes documenting the collaboration (i.e., including the names of all of those who were part of the collaboration). More complete instructions will accompany each quiz. See Moodle for details. There may also be in-class quizzes. The in-class quizzes will be closed-book, closed-notes exercises. These exercises may be conducted at the beginning or the end of class.

Roundtable Discussions (3)

There will be three formal roundtable discussions. See the course schedule for topics. An academic conversation skills rubric will be distributed early in the course. Your score for roundtable discussions will be determined by your placement on the rubric. In addition to questions and comments during the discussion, you will be given an opportunity to provide written questions and comments as well.

Discussion Prompt Posts (5)

At the beginning of each week I will post a discussion prompt(s) designed to structure reflection on the assigned reading for the week. Prompts are likely to involve the following: scenarios, test-style questions, or thought experiments. You will be responsible for submitting five Discussion Prompts for the course. In your posts please make explicit connections to course themes and materials. This assignment should be viewed as practice in/for ethical reasoning about politics and policy.

Appropriate concern for the substance and mechanics of academic writing is expected (for this and all other writing assignments). Posts should be 450 to 550 words in length (include word count in post). Please post responses to the appropriate assignment link for the week on Moodle.

Participation

Daily preparation for class is essential. You will be expected to stay current with the readings and participate regularly in class. There will be a variety of opportunities for participation available to you (e.g., responding to questions, group and debating exercises, communication through email, Moodle exercises, simulations, etc.). You will also be expected to check your MHU email account and the Moodle page for the course to stay current with announcements and assignments. Failure to do so may result in a penalty for the participation score.

Exams (15%, 15%, 15%)	45%
Quizzes (5)	15%
Roundtable Discussions (3)	15%
Discussion Prompt Posts (5)	15%
Participation	10%

The following grading scale will apply:

93-100 A	90-92 A-	
87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-
60-69 D	Below 60 F	

ATTENDANCE AND CLASSROOM BEHAVIOR POLICIES

Regular attendance is expected for this course. Daily preparation for and participation in class are also expected. Tardiness, early departures, lack of attention in and preparation for class may result in grade penalties. If you must miss class, please make arrangements with me in advance.

Careful attention to your campus email account and the course Moodle page are also expected. Important information, schedule changes, and assignments will be communicated through email and Moodle. In addition, Moodle assignments may factor in the participation score for the course.

To the extent that the use of electronic devices in the classroom enables meaningful engagement with and contribution to our learning community, they are permitted. When the use of electronic devices detracts from learning, academic integrity, and civility, such use will be prohibited.

The classroom is a special kind of community. Responsibility for the creation and maintenance of this community is shared by all members. Academic integrity and civility are the cornerstones of this community. The Honor Code and Honor Pledge exemplify these commitments.

The Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

The Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

MARS HILL UNIVERSITY'S POLICY ON ACADEMIC MISCONDUCT (PAGES 43-44 OF THE 2015-2016 UNIVERSITY CATALOG AND PAGES 11-18 OF THE STUDENT HANDBOOK) WILL DIRECT ACADEMIC PROCEDURES FOR THIS COURSE.

TENTATIVE SCHEDULE [SUBJECT TO MODIFICATION]

- J13 Course introduction; "Getting Our Hands Dirty: Making the Problem of Dirty Hands Work for Us"
- J15 Dennis Thompson, "Political Ethics"*; Charles Blattberg, "Dirty Hands"*
- J20 David Held, "Dealing with Saif Gaddafi: naivety, complicity or cautious engagement?"; John Keane, "Libya, intellectuals and democracy: an open letter to Professor David Held"; Jeevan Vasagar and Rajeev Syal, "LSE Head Quits Over Gaddafi Scandal"
- J22 Bottom-up theorizing about ethics, politics, and policy (Wolff 1-10); Scientific experiments on animals (Wo11-36)
- J25 Gambling (Wo37-60)

- J27 Drugs (Wo61-82)
- J29 Safety (Wo83-108)
- F1 Crime and punishment (Wo109-127)
- F3 Health (Wo128-145)
- F5 Disability (Wo146-169)
- F8 The free market (Wo170-208)
- F10 Exam #1 (part one in class; part two out of class)
- F12 In our name (Beerbohm1-24)
- F15 How to value democracy (B25-50)
- F17 Paper Stones: The Ethics of Participation (B51-80)
- F19 Philosophers-Citizens (B 82-104); Superdeliberators (B105-124)
- F22 What is it like to be a citizen? (B 125-141); Democracy's ethics of belief (B142-165)
- F24 The division of democratic labor (B166-192)
- F26 Representing Principles (B197-225)
- F29 Democratic complicity (B226-251)
- M2 Not in my name (B252-286)
- M4 Exam #2 (part one in class; part two out of class)
- M7 Roundtable Discussion: Is Compromise Part of the Moral Infrastructure Necessary for Democracy" (Amy Gutmann and Dennis Thompson, "Valuing Compromise for the Common Good")
- M9 The moral reality of war (Walzer3-20); The crime of war (Wa21-33)
- M11 The rules of war (Wa34-48); Law and Order in international society (Wa51-73)
- M21 Anticipations (Wa74-85); Interventions (Wa86-108)
- M23 War's ends, and the importance of winning (Wa109-124); War's means and the importance of fighting well (Wa127-137)
- M25 Good Friday (no class)
- M28 Noncombatant immunity and military necessity (Wa138-159)

Guidelines for Ethics-Intensive Course Designation

General Guidelines

Ethics-intensive (EI) courses are approved courses in any program that make ethics and ethics-related inquiries central to the overall learning experience for students. Identification, application, and evaluation of ethical perspectives and issues must be integral to the course. The development of ethical reasoning skills through analysis of ethical problems should also be a guiding theme of the course. Ethical reasoning is both a practical and theoretical activity. Courses will reflect the practical concern of ethical reasoning by engaging with issues in subject or discipline-based settings. Courses will reflect the theoretical concern of ethical reasoning by subjecting the process of ethical reasoning to critical examination. This critical examination should involve the use of some combination of ethical theory, ethical principles, codes of ethics, and models of ethical decision making. Appropriate provisions for instructor discretion concerning the choice of subject matter and how to integrate ethical reasoning into a course will be built into the review process.

Proposals should include a course syllabus that incorporates the required Student Learning Outcomes (see below) and a brief narrative explaining why the course should receive an EI designation.

Student Learning Outcomes¹

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)
2. Apply ethical perspectives to subject or discipline-based issues² (K, EC, T, PG/SR)
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

Process

The Mars Hill University Ethics Across the Curriculum Advisory Committee will review and approve proposals for Ethics-intensive courses. General questions about new course proposals should be directed to the Curriculum Committee. Specific questions about the guidelines for Ethics-intensive course proposals should be sent to the Director of Ethics Across the Curriculum.

¹ Outcomes derived from AACU's Ethical Reasoning VALUE Rubric and adapted for Mars Hill University. These outcomes are also based on the Student Learning Outcomes for FYS112, the second semester of Mars Hill's First-Year seminar sequence.

² The emphasis should be on practical application. The choice of "perspectives" over "theories or models" indicates how the course departs from more traditional introduction to ethics or moral reasoning courses.

El-Course Proposal for GE 320 Bioethics

Course Overview

The course description of GE 320 Bioethics (which meets the Ideas & Innovations/ world general education requirement) demonstrates that the course is already an ethics-intensive course:

Course Description: Discussion of ethical issues involved in contemporary social and scientific problems, e.g., biotechnology, medical ethics, and the precarious state of the environment, provide the context for exploring (1) the impact of science and technology on human thinking and behavior and (2) the nature of ethical reasoning and the importance of public discussion of issues in science & technology.

This course has learning outcomes for the Innovations and Ideas Perspectives component of the MHU General Education program. It will engage the learning community in informed discussion about the social and ethical implications of contemporary scientific advancements and technological developments, especially with regard to the end of human life, the beginning of human life, life of the land and all its inhabitants, research, and the balance of individual rights with the public good. As such, the disciplines of philosophy, biology, religious studies, and the social sciences have contributions to the discussion.

The learning community will be *doing ethics* as we consider specific ground-breaking cases. This means that we will be engaged in the following activities:

- **THINKING** *about the impact of science, technology, & culture on what we think, how we think, & how we live, regardless of our vocations and lifestyles*
- **DISCUSSING** *the nature of ethical reasoning and the importance of responsible citizens in the nation and the world to help lead public discussion that is open, civil, and informed on current issues in science;*
- **DOING** *exploring the practical implications of open public discussion in diverse communities for individual and social choices and action, based on reflection. One means of "doing" is writing, carefully, with care for the craft and the argument. Another way of "doing" is through community engagement, learning by doing in the community, in conjunction with more knowledgeable others, addressing community-identified needs.*

The course description is written broadly so that if there were a faculty member or a team of faculty members who chose to spend more time in the environmental science and bioethical issues, it would be possible. This I & I course is modeled on the Ethics-Science-Technology 320 course that was taught for over twenty years, by a team of philosophers and scientists (including Alan Smith, Scott Pearson, Jo Ann Croom, Earl Leininger, George Peery, Kathy Meacham, among others). The specific focus for each section will allow for personal variation by the teaching team, drawing on strengths of the faculty members on the team.

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)

Bioethics is, by definition, an interdisciplinary field of study. Bioethics as a discipline dealing with medical ethics, clinical ethics, and genetics first was identified in the 1970s and only slowly gained academic recognition as the landmark cases of the 1980s (Karen Ann Quinlan and Nancy Beth Cruzan) introduced the ethical quandaries that families, physicians, and society face with so many technological interventions possible, and with so few answers to the question, "*We can* do so many things; ... *should* we?" In the 21st century, bioethics is a category that includes and intersects with many other kinds of ethics. It comprises a set of topics that all cross more traditional academic disciplines. What follows are student learning outcomes in the I & I approved GE 320 course (and it is identified by the GE prefix in order not to label it as either a philosophy or a biology course):

- *To describe and analyze the processes and limitations of science as a way of knowing and of ethical ways of knowing, summarizing and analyzing their strengths and weaknesses, especially as related to information technology, genetics, other biomedical ethical issues, and environmental issues; in that process, to identify ethical issues that are inherent in specific disciplines within bioethics;*

- *To identify social ethical issues that arise when citizens in a diverse communities engage in discourse about the kinds of bioethical issues that arise as technological knowledge and skill increases and ethics and law lag behind*

2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)

- *To practice ethical reasoning (involving analysis, synthesis, and evaluation), individually, and as responsible citizens in a diverse community, with regard ethical dimensions of genetic research and technology, health care, and environmental issues as they affect the local bioregion*
- *To apply ethical reasoning to specific case studies in genetics, information technology, social policy, health care, and the local or regional environment, as shown in reflection and action, related to science, technology, and human values*

3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

- *To write clearly, supporting a thesis, with arguments clearly, coherently, and logically developed, demonstrating mastery of writing as a means of describing, analyzing, identifying, and practicing ethical reasoning with regard to current issues in technology, science, and society;*
- *To prepare a 10 minute oral presentation on a topic considered in the course—a case study, an issue, in which mastery of the concepts and of the art of oral presentation are demonstrated , based on the written research paper (above).*

GE 320: BIOETHICS: ethics, science, & technology in the 21st century

Professor: Dr. Kathy Meacham, with collaboration from Dr. Andrea Rockel & others

Course times/ venue: Tuesday/ Thursday 9:30-10:45 in Wall 202

Office Hours: Cornwell 314; (828) 689-1119; Tues/Thurs 3-4:30; Wed. 10:30-12 & 1:30-3 & by appointment

Course Description: Discussion of ethical issues involved in contemporary social and scientific problems, e.g., biotechnology, medical ethics, and the precarious state of the environment, provide the context for exploring (1) the impact of science and technology on human thinking and behavior and (2) the nature of ethical reasoning and the importance of public discussion of issues in science & technology.

This course has learning outcomes for the Innovations and Ideas Perspectives component of the MHU General Education program. It will engage the learning community in informed discussion about the social and ethical implications of contemporary scientific advancements and technological developments, especially with regard to the end of human life, the beginning of human life, life of the land and all its inhabitants, research, and the balance of individual rights with the public good. As such, the disciplines of philosophy, biology, religious studies, and the social sciences have contributions to the discussion.

The learning community will be *doing ethics* as we consider specific ground-breaking cases. This means that we will be engaged in the following activities:

- **THINKING** *about the impact of science, technology, & culture on what we think, how we think, & how we live, regardless of our vocations and lifestyles*
- **DISCUSSING** *the nature of ethical reasoning and the importance of responsible citizens in the nation and the world to help lead public discussion that is open, civil, and informed on current issues in science;*
- **DOING** *exploring the practical implications of open public discussion in diverse communities for individual and social choices and action, based on reflection. One means of “doing” is writing, carefully, with care for the craft and the argument. Another way of “doing” is through community engagement, learning by doing in the community, in conjunction with more knowledgeable others, addressing community-identified needs.*

Course Learning Outcomes for GE 320:

The successful student will demonstrate the abilities ...

1. To describe and analyze the processes and limitations of science as a way of knowing and of non-scientific ways of knowing, summarizing and analyzing their strengths and weaknesses, especially as related to information technology, genetics, other biomedical ethical issues, and environmental issues
2. To identify effects of technological development on modern life in a diverse world; identifying public policy issues that emerge from developments in information technology, genetics, health care, and environmental science
3. To practice ethical reasoning (involving analysis, synthesis, and evaluation), individually, and as responsible citizens in a diverse community, with regard ethical dimensions of genetic research and technology, health care, and environmental issues as they affect the local bioregion
4. To apply ethical reasoning to specific case studies in genetics, information technology, social policy, health care, and the local or regional environment, as shown in reflection and action, related to science, technology, and human values
5. To write clearly, supporting a thesis, with arguments clearly, coherently, and logically developed, demonstrating mastery of writing as a means of describing, analyzing, identifying, and practicing ethical reasoning with regard to current issues in technology, science, and society
6. To prepare a 15-20 minute oral presentation on a topic considered in the course—a case study, an issue, in which mastery of the concepts and of the art of oral presentation are demonstrated

Texts:

Pence, Gregory. *Medical Ethics: Accounts of Ground-Breaking Cases*, 6th Edition. New York: McGraw-Hill, 2011. ISBN: 978-0-07-340749-4

Shelley, Mary. *Frankenstein*. Revised edition: 1831.

<https://ebooks.adelaide.edu.au/s/shelley/mary/s53f/> = cover page. Click to see Table of Contents, and click "Next" to read the entire book, after each *Letter* or *Chapter*.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Books, 2011. ISBN-10: 1400052181

<http://rebeccaskloot.com/> = excellent website on the author, the book, Ms. Lacks and her family, and the legacy of Ms. Lacks as well as study questions, interviews, etc.

Any texts needed for your particular research for your paper/project and presentation.

Strunk & White: *The Elements of Style*. This little book, first published in 1918, is the best advice for writing that you can get in a short number of pages. <http://www.bartleby.com/141/>

Other assigned readings (on reserve, handouts, and on the web)

Guest speakers

Each other and the learning community in the class

Instructional Methods:

Reading, writing (informal assignments, including journals, and formal analysis and position papers); poster presentation, service-learning, lecture, discussion (small group and large group), internet research and evaluation of sources; videos, guest lectures, role plays, case study analysis – orally and written; self-reflection and synthesis; portfolio development, quizzes, oral presentation.

Course Policies and Evaluation Procedures:

1. **Attendance and participation:** Regular class attendance and active participation are critical to the success of this course. If you are not here, we lose and you lose. When you are here, be physically, emotionally, and intellectually present. Volunteer in discussions or be prepared to answer when called upon. Ask questions of presenters. **Listen carefully** with empathy to others in the class, suspending final judgment until you hear all data and opinions presented.
 - a. **More than two unexcused absences will negatively affect your grade. More than eight absences for any reason will result in failing the class.** If you know you must be absent, be responsible: call to let one of the professors know. This is your job.
 - b. As a professional, showing up, on time, being prepared, doing your work, working in teams, practicing good communication with your coworkers and your employers, and being accountable are critical to your success and the success of the job. Your participation in this course is expected to be as if you were a professional in an organization.

2. **Writing:**

a. **Journals, Homework, & Quizzes:**

Either a journal (assigned the day before) or specific homework, or a quiz will happen every day. **It is your responsibility to know what the assignment is for the next class session, whether you were present or not.** The journals, homework, and quizzes will always be related to the reading required for that day or before. Sometimes there will be additional assignments in addition to journals or quiz preparation. When there is not a

specific assignment, here is what you are to do FOR EACH DAY of CLASS:

1. Describe the conflict in question in the reading for the day. Describe groups and perspectives on each side. What biases and experiences move each group in a particular direction?
2. What GOOD QUESTIONS can you ask groups on each side of this issue – with regard to science or technology involved, and/or ethics or policy related?
3. Personal response? YOU ARE NOT ALLOWED TO SAY, “I FEEL . . .” or EVEN “I THINK” BEFORE you do #1 and #2.

Homework assignments and/or journal entries—as assigned—must be typed, word-processed and turned in, or submitted online via Moodle and turned in before class. They will be graded on a 10-point scale. → You must keep your returned journals; they and your final reflections on them constitute part of your portfolio. The portfolio is due at the end of the semester. (See below.)

Whenever we have a guest speaker, you will be responsible for preparing to listen well, ask informed, respectful questions, and for writing a brief summary of the speaker’s main points and personal response. This will be in addition to whatever assignments you have in preparation for the next day’s class and will be evaluated.

b. Question for research, writing, and oral presentation

The most significant project for the semester is research based on a question that you will identify in the first part of the semester. Each step of the process is graded. See directions to be given.

c. Short formal writing projects: 3

1. Short paper due on Feb. 12.
2. Take-home (midterm) due on March 12.
3. Take-home (final) due with final portfolio on

4. **Portfolio:** Your portfolio, due at the end of the semester, is a record and self-analysis of your entire semester’s work. It is a creation you work on during the semester and present consciously. Content and presentation are important. You are NOT being asked simply to turn in your notebook for the semester. In the portfolio you will include:

- (1) your journals for the semester with commentary;
- (2) your papers; you will include a discussion of how you would revise each of these, if you had another opportunity to do so;
- (3) take-home final reflection on your learning and engagement in this course

Grading:

A. Class participation (homework, quizzes, journals, service-learning)	20%
B. Short paper @ 15%	15%
C. Research paper / project / oral presentation	25%
D. Take-homes (midterm & final) @ 15%	30%
E. Portfolio	10%
	100%

MHU Honor Code: We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

MHU Honor Pledge: On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Course Overview: Subject to change, according to world events and class interest

Readings, assignments, and exercises TBA. You **MUST** check your MOODLE site for this course every single day for messages and updates. There will be many instances of communication about assignments via this ubiquitous technology, and you are responsible for knowing what assignments and changes in assignments are. **Ignorance of the information is no excuse.**

Week	Tuesday	Thursday
1	13 Jan. Intro to course and each other. Identify key issues. Start reading <i>Frankenstein</i> . Semester paper: set schedule.	15 Jan. How are we to “do ethics” together? Ground rules for discussions and methodologies for doing ethical analysis.
2	20 Jan. Topic: Requests to Die Read: Chap. 1 in Pence Write: Select one from the discussion questions @ end of Chap. 1. Write 250-300 words, with thoughtful reflection and references (cited) to pages in the chapter and outside research.. Keep reading <i>Frankenstein</i>	22 Jan. Topic: Requests to Die, continued. Read: see Moodle. Write: see Moodle. Keep reading <i>Frankenstein</i>
3	27 Jan. Topic: Comas Read: Pence, Chapter 1 Write: Discussion question, as above. Keep reading <i>Frankenstein</i>.	29 Jan. Topic: Physician-Assisted Dying Read: Pence, Chapter 3 Write: Discussion question, as above. Keep reading <i>Frankenstein</i>.
4	3 Feb.. Topic: Ethical Theory Read: Pence, Chap. 18 Write: Discussion question. Same directions. Finish reading <i>Frankenstein</i>.	5 Feb. Topic: <i>Frankenstein</i> by Mary Shelley Read: the book, completed. Expect in-class “reward for reading.” Write: See Moodle for assignment.
5	10 Feb. TOPIC: ABORTION Read: Pence, Chapter 4 & case study-Moodle Write: Discussion question response. Start reading <i>Henrietta Lacks</i>.	12 Feb. MEET in LIBRARY: paper topic research. Read: Review discussion notes and Chapter 4 Write: Short paper due; see directions posted. Keep reading <i>Henrietta Lacks</i>.
6	17 Feb. TOPIC: Assisted Reproduction, etc., Read: Pence, Chapter 5 Guest: Dr. Andrea Rockel Write: default journal entry. Keep reading <i>Henrietta Lacks</i>	19 Feb. TOPIC: Embryos, Stem Cells, & Cloning Read: Pence, Chapter 6 Guest: Dr. Andrea Rockel Write: Case study and discussion question Keep reading <i>Henrietta Lacks</i>.

7	24 Feb. TOPIC: <i>Henrietta Lacks</i> , Life and Death Read: Parts One & Two of <i>Henrietta Lacks</i> Guest: Dr. Andrea Rockel Write: See Moodle.	26 Feb. TOPIC: <i>Henrietta Lacks</i> , <i>Immortality</i> Read: Part Three of <i>Henrietta Lacks</i> Guest: Dr. Andrea Rockel Write: See Moodle Work on take-home midterm.
8	3 Mar. TOPIC: What do moral psychology & religion contribute to our understanding of ethics? Guest: Rabbi Nancy Fuchs-Kreimer, Ph.D. Read: See Moodle Write: See Moodle & work on take-home.	5 Mar. TOPIC: Research questions YOU have Read: See Moodle. Write: See Moodle (questions and at least 5 bibliographic sources for each question you are curious about researching) Work on take-home midterm.
9	10 Mar. TOPIC: Treating Impaired Babies Read: Pence, Chapter 7/ case study Write: See Moodle.	12 Mar. TOPIC: Medical Research & Animals Read: Pence, Chapter 8 Write: See Moodle and Take-home midterm is due.
10	17 Mar. – SPRING BREAK!	19 Mar. SPRING BREAK!
11	24 Mar. <i>Last day to withdraw from a class with a W</i> TOPIC: Research on Human Subjects Read: Pence, Chapter 9 Write: See Moodle. Do research on your question.	26 Mar. TOPIC: Transplantation and Ethical Issues Read: Pence, Chapter 11 Write: See Moodle Do research on your question.
12	31 Mar. TOPIC: Involuntary Psychiatric Commitments Read: Pence, Chapter 13—Joyce Brown case Write: See Moodle. Do research on your question.	2 Apr. TOPIC: Genetic Testing Read: Pence, Chapter 14 Guest: Genetics Counselor from Fullerton Genetics Center, Mission Hospital, Asheville Write: See Moodle. Do research on your question.
13	7 Apr. SLAM!	9 Apr. TOPIC: HIV/AIDS & Ebola Read: Pence, Chapter 15 & see Moodle. Write: See Moodle. Do research on your question.
14	14 Apr. TOPIC: Medicine and Inequality Read: Pence, Chapter & check Moodle. Write: See Moodle. Do research on your question.	16 Apr. TOPIC: John/ Joan Case Read: Pence, Chapter 17 Write: See Moodle. Do research on your question.
15	21 Apr. TOPIC: Race, Class, Gender & Bioethics Read: See Moodle Write: See Moodle. Complete research on your question.	23 Apr. TOPIC: Food and Ethics Read: See Moodle. Write: See Moodle. Complete research on your question.
16	28 Apr. TOPIC: Presentations on your research ALL research papers due.	30 Apr. Last Day of Classes TOPIC: Presentations on your research Work on your portfolios.
<p>EXAM is from 8-10 a.m. on Saturday, May 2: y'all are coming to my house for breakfast & conversation about your papers, projects, presentations, and portfolios. Portfolios are due.</p>		

CJ 300
Ethics in Criminal Justice
T/TH • 9:30
SPRING 2015

Dr. Taylor Brickley
Office: 315 Cornwell Hall
Office Hours: M/T/W/TH 11:00 – 12:30 (or by appointment)
Phone: 828.689.1500
Email: tbrickley@mhu.edu

Required Reading

Pollock, J. (2014). *Ethical Dilemmas and Decisions in Criminal Justice (8th Ed.)*.
Wadsworth: Belmont, CA.

Course Objectives and Requirements

Students should be able to:

- Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.
- Identify the major issues of ethical conduct facing the criminal justice (policing, courts, corrections) system today and articulate how they affect the public.
- Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.

You will be expected to read the scheduled chapters *prior* to attending class. Lectures are designed to complement the text. Please do not expect the chapter to be summarized for you during class.

Grading:

Assignment	Points	Grade	Points	
Quizzes (3) 25 pts. each	75	A+	270+	98 – 100%
Activities	25	A	248 – 269	90 – 97%
Test 1	50	B+	242 – 247	88 – 89%
Test 2	50	B	220 – 241	80 – 87%
Presentation	25	C+	215 – 219	78 – 79%
Paper	50	C	193 – 214	70 – 77%
Total	275	D+	187 – 192	68 – 69%
		D	165 – 186	60 – 67%
		F	164 or less	0 – 59%

Moodle Enrollment Key
ethics

Mars Hill University has clearly articulated policies governing academic integrity and students are encouraged to carefully review the policies in the Student Handbook. If you cheat, you will receive an F for the course and may be referred to the MHU Honor Council.

MHU Honor Code and Policy on Plagiarism: www.mhu.edu/academics/honor-code

Activities: We will engage in a variety of group activities and discussions during the semester to help increase your comprehension of the material. Your “activities” grades will reflect the level and quality of your participation in these assignments. Out of class assignments will also count toward this grade.

Quizzes: Quizzes will include choice provided questions and cover the lectures and assigned reading.

Tests: Tests will be essay format. Tests cover material from the lectures, assigned reading and activities.

Paper (Due 4/30): You must complete a 10-12 page paper on an ethical or moral issue in a policing, law, or corrections setting (e.g., use of force, profiling, role conflict, etc.).

➤ See handout (also posted on Moodle) for further details.

Presentation: You will present your final paper to the class. Presentations should be 10 – 15 minutes. Grading is based on the student’s ability to demonstrate a thorough understanding of his or her paper by synthesizing the information and clearly articulating it to the class.

Attendance: Students with more than **4 absences** cannot earn a passing grade for the course. Attendance will be taken at the beginning of class. In other words, *late = absent*. Students who arrive more than 5 minutes after class begins may be asked to leave.

Makeup / Late Work: An assignment will not be accepted after the date/class it is due. If you are absent when an assignment is due, you must have submitted the assignment prior to the due date to receive credit. This includes students that are absent for University related activities.

To request an extension of a due date you must make the request *prior* to the day the assignment is due. Extension requests made on or after the due date will be denied.

Week	Dates	Topic / Chapter	Due / Notes
1	1/13, 1/15	Chapter 1 – Morality, Ethics, and Human Behavior	Tue: Thr:
2	1/20, 1/22	Chapter 2 – Determining Moral Behavior	Tue: Thr:
3	1/27 – 1/29	Chapter 3 – Justice and the Law	Tue: Thr:
4	2/3 – 2/5	Chapter 4 – Becoming an Ethical Professional	Tue: Thr: Quiz 1 (Chapters 1 - 4)
5	2/10 – 2/12	Chapter 5 – The Police Role in Society	Tue: Thr:
6	2/17 – 2/19	Chapter 6/7 – Police Discretion and Dilemmas	Tue: Thr:
7	2/24 – 2/26	Chapter 6/7 – Police Corruption and Misconduct	Tue: Thr:
8	3/3 – 3/5	Finish Chapter 7, Quiz 2	Tue: Thr: Quiz 2 (Chapters 5 - 7)
9	3/10 – 3/12	TEST 1	Tue: REVIEW Thr: TEST 1
10	3/17 – 3/19	>>>>>SPRING BREAK<<<<<<	Tue: NO CLASS Thr: NO CLASS
11	3/24 – 3/26	Chapter 8 – Law and Legal Professionals	Tue: Thr:
12	3/31– 4/2	Chapter 9 – Discretion in the Legal Profession	Tue: Thr:
13	4/7 – 4/9	Chapter 11 – Ethics of Punishment and Corrections	Tue: NO CLASS (SLAM) Thr:
14	4/14 – 4/16	Chapter 12 – Discretion in Corrections	Tue: Thr:
15	4/21 – 4/23	Finish Chapter 12, Quiz 4	Tue: Thr: QUIZ 3 (Chapters 8,9,11,12)
16	4/28 – 4/30	Presentations	Tue: Presentations Thr: Presentations, FINAL PAPER DUE

Proposal for EI-Course Designation

CJ 300: Ethics in Criminal Justice

Course Overview

Ethics in Criminal Justice (CJ 300) is an ethics intensive course focused on the study of current theory, research and practice in the American Criminal Justice System. Particular attention is paid to ethical issues in policing, courts, and corrections. Significant time is also devoted to the analysis of ethical dilemmas through a variety of ethical frameworks.

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.*
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
2. Apply ethical perspectives to subject or discipline-based issues. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Identify the major issues of ethical conduct facing the criminal justice system (policing, courts, corrections) today and articulate how they affect the public.*
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)
 - From the syllabus for CJ 300 (Course Objectives and Requirements)
 - *Utilize ethical frameworks to critically analyze and evaluate ethical and moral issues relating to policing, law/courts, and corrections.*
 - *Demonstrate an understanding of the ethical and moral significance of discretion in the criminal justice system and how it is applied.*

Proposal for EI-Course Designation (BA/PHI 330: Social and Organizational Ethics)

Course Overview

Social and Organizational Ethics is already an ethics-intensive course (from catalog description, to syllabus construction, to daily classroom activities and exercises). The course is structured for the application of ethical theory (utilitarianism, deontology, virtue ethics, etc.) and ethical perspectives (stakeholders, codes of conduct, sustainability, etc.) to “issues and problems in business and non-profit organizations” (MHU Catalog Course Description).

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- identify important moral issues that arise in various social and organizational contexts and assess ethical decision making through case studies
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character

2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- examine and demonstrate how traditional concerns of ethics are central to work and the workplace
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character

3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)

From the syllabus for BA/PHI 330 (Course Goals and Objectives):

- demonstrate ethical reasoning skills through the construction and evaluation of ethical arguments in the context of social and organizational ethics
- recognize and appreciate opportunities for and constraints on individual decision making in organizational and institutional contexts

Social and Organizational Ethics – BA/PHI 330
Mars Hill University – Fall 2014

Instructor: Barry Sharpe, PhD, JD
Office: Founders Hall 111
Phone: (828) 689-1338
Meeting Time: TR 12:00-1:15 PM
Meeting Location: Nash 212
Office Hours: MWF 10:00-11:30 AM, TR 2:00-3:00 PM, and by appointment
Email: bsharpe@mhu.edu

Catalog Course Description

This course is an exploration of the ways in which ethical theory from the western tradition can inform serious issues and problems in business and non-profit organizations. Conversely, the course will explore ways in which actual situations and contexts of case studies from business and non-profit organizations challenge and shape ethical theory. Prerequisite: Junior status.

Course Goals and Objectives

By the end of this course, students will:

- examine and demonstrate how traditional concerns of ethics are central to work and the workplace;
- identify important moral issues that arise in various social and organizational contexts and assess ethical decision making through case studies;
- recognize and appreciate opportunities for and constraints on individual decision making in organizational and institutional contexts;
- understand arguments for and against corporate (moral) agency as part of a general examination of the role of corporations in private and public life;
- investigate the complex interplay of markets and morals and weigh in on debates about markets and moral character;
- demonstrate ethical reasoning skills through the construction and evaluation of ethical arguments in the context of social and organizational ethics.

Required Text

Laurie P. Hartman
Joseph DesJardins
Chris MacDonald

Business Ethics: Decision Making for Personal Integrity and Social Responsibility
3rd ed. (McGraw-Hill, 2014)

Course Requirements and Grades

Discussion Prompt Posts

At the beginning of each week I will post a discussion prompt for each of the assigned chapters. Prompts are likely to involve the following: scenarios, exercises from the chapter, or test-style questions. You will be responsible for submitting four (4) Discussion Prompts (no more than one per chapter). In your posts please make explicit connections to course themes and materials. This assignment should be viewed as practice in/for ethical reasoning and business decision making. Appropriate concern for the substance and mechanics of academic writing is

expected (for this and all other writing assignments). Posts should be 450 to 550 words in length (include word count in post). Please post responses to the appropriate assignment link for the week on Moodle.

Decision Point Exercises

Each of the chapters in *Business Ethics: Decision Making for Personal Integrity and Social Responsibility* contains a number of Decision Point exercises. Select and respond to four (4) of the Decision Point exercises from the assigned chapters (no more than one exercise from each chapter). Do not select any of the Decision Point exercises at the beginning of the chapters (the authors analyze these exercises at the end of each chapter). At the conclusion of each exercise you will be presented with a number of questions raised by the case. Answer these questions and post to the relevant Assignment Link for the week on Moodle. In your posts please make connections to course themes and materials. Make sure to submit your post AFTER reading the chapter. Responses should be 400 to 500 words in length (include word count in post).

Ethics Case Study

Select and analyze one (1) of the ethics cases listed in the "Ethics Case" folder on the course Moodle page. Use the model of ethical decision making presented by the authors of *Business Ethics: Decision Making for Personal Integrity and Social Responsibility* (found on pages 128-130) as the framework for this analysis. Case studies should be between 700 and 900 words in length (include word count with document). Students will be organized into one of four groups based on case selection. Each group will be responsible for leading class discussion on one of these cases. Specific dates and assignments will be posted on Moodle.

Quizzes

To help prepare for class discussion, students will complete several Moodle-based quizzes. These will be open-book, open-notes exercises. Collaboration with others is also permitted, but students should be prepared to explain responses in class. (If you are not doing the work, you are not "doing" the learning.) More complete instructions will accompany each quiz. See Moodle for details. There will also be several in-class quizzes. The in-class quizzes will be closed-book, closed-notes exercises. These exercises will be conducted at the end of class.

Final Exam

The final exam will be a cumulative, take-home exercise. A list of questions will be distributed during the last week of class. Exams will be due during the scheduled final exam period.

Participation

Daily preparation for class is essential. You will be expected to stay current with the readings and participate regularly in class. There will be a variety of opportunities for participation available to students (e.g., responding to questions, group and debating exercises, communication through email, Moodle exercises, simulations, etc.). You will also be expected to check MHU email accounts and the Moodle site for the course to stay current with announcements and assignments. Failure to do so will result in a penalty for the participation score.

<i>Discussion Prompt Posts (4)</i>	20%
<i>Decision Point Exercises (4)</i>	20%
<i>Ethics Case Study</i>	20%
<i>Quizzes</i>	10%
<i>Final Exam</i>	20%
<i>Participation</i>	10%

The following grading scale will apply:

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-	60-69 D	Below 60 F

Attendance and Course Policies

Daily preparation for and participation in class are critical if this is to be a successful course. All assigned materials should be read carefully before class sessions. Please come to class prepared to discuss and ask questions about course materials. Tardiness, early departures, inappropriate use of electronic devices, lack of attention in and preparation for class may result in grade penalties (reduction in participation score). You will be responsible for assignments, assigned readings, and class discussions missed as a result of an absence.

The classroom is a special kind of community. Responsibility for the creation and maintenance of this community is shared by all members. Academic integrity and civility are the cornerstones of this community. The Honor Code and Honor Pledge exemplify these commitments.

The Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

The Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Mars Hill University's policy on academic misconduct (pages 44-45 of the 2014-2015 University Catalog and pages 11-18 of the Student Handbook) will direct academic procedures for this course.

[Note the transition here from an aspirational honor code to plagiarism policy. This is a useful place to mark the conceptually tangled relationship between law and ethics as well as the more specific challenges of maintaining a robust, respectful, and responsible learning community.]

Course Outline

Tue., August 19 Introduction 1. Overview of Course 2. Constructing and Evaluating Ethical Arguments 3. What is Social and Organizational Ethics?		Thu., August 21 Ethics and Business 1. Ethics and the Business Environment 2. Business Ethics as Ethical Decision Making 3. Business Ethics as Personal Integrity and Social Responsibility 4. Ethics and the Law 5. Ethics as Practical Reason	H2-29
Tue., August 26 Ethics and Business 1. Value in Transition 2. Markets and Morals 3. The MBA Oath	H29-44	Thu., August 28 Ethical Decision Making: Personal and Professional Contexts 1. A Decision-Making Process for Ethics 2. When Ethical Decision Making Goes Wrong 3. Ethical Decision Making in Managerial Roles	H45-67
Tue., September 2 Ethical Decision Making: Personal and Professional Contexts 1. Individual and Collective Responsibility	H67-100	Thu., September 4 Philosophical Ethics and Business 1. Ethical Frameworks: Consequences, Principles, and Character	H101-131

2. Stakeholders and Stakeholder Theory 3. Repetition, Distraction, and Exclusion		2. A Decision-Making Model for Business Ethics	
Tue., September 9 Philosophical Ethics and Business 1. Business and Human Rights 2. Ethical Norms and Business 3. Kantian Theory and Business Practices	H131-146	Thu., September 11 Theory and Practice: Case Analysis and Business Ethics	Sample Ethics Case #1 (Healthy Cuts)
Tue., September 16 Theory and Practice: Case Analysis and Business Ethics	Sample Ethics Case #2 (How the Chips Fall)	Thu., September 18 The Corporate Culture – Impact and Implications 1. Corporate Culture and Ethics 2. Compliance and Value-Based Cultures 3. Ethical Leadership and Corporate Culture 4. Mandating and Enforcing Culture	H147-186
Tue., September 23 The Corporate Culture – Impact and Implications 1. Leadership and Organizational Culture 2. Ethics and Risk Management 3. Whistleblowing	H186-210	Thu., September 25 Corporate Culture Assignment – College Admissions, Compliance, Ethics, and Risk Management	Moodle Resources
Tue., September 30 Corporate Culture Assignment – College Admissions, Compliance, Ethics, and Risk Management	Moodle Resources	Thur., October 2 Online Assignment	Moodle Assignment Link
Tue., October 7 Fall Break		Thur., October 9 Corporate Social Responsibility 1. Models of Corporate Social Responsibility 2. Does “Good Ethics” Mean “Good Business”?	H211-239
Tue., October 14 Corporate Social Responsibility 1. Rethinking the Social Responsibility of Business 2. The Case For and Against Corporate Social Responsibility	H239-260	Thu., October 16 Employer Responsibilities and Employee Rights 1. Ethical Issues in the Workplace 2. The Employer-Employee Relationship 3. The Global Workforce and Global Challenges 4. Rights and Responsibilities in Conflict	H261-310
Tue., October 21 Employer Responsibilities and Employee Rights 1. Sweatshops 2. Ethics, Supply Chains, and Contract Factories 3. The Case of American Apparel	H310-334	Thu., October 23 Technology and Privacy in the Workplace 1. Workplace Privacy (Ethical and Legal Considerations) 2. Privacy, Information, and Technology 3. Monitoring as Managing Employees	H335-378
Tue., October 28 Technology and Privacy in the Workplace 1. Drug Testing 2. Ethical Uses of Technology 3. Hiring and Social Media 4. Genetic Testing	H378-400	Thur., October 30 Ethics and Marketing 1. An Ethical Framework for Marketing 2. Responsibility for Products: Safety and Liability 3. Responsibility for Products:	H401-445

		Advertising and Sales 4. Marketing Ethics and Consumer Autonomy 5. Marketing to Vulnerable Populations 6. Supply Chain Responsibility 7. Sustainable Marketing	
Tue., November 4 Ethics and Marketing 1. The Ethical Tensions of Buzz, Blog, and Swag 2. Data Collection and Privacy 3. Online Food Advertising and Children 4. Selling to the Poor 5. Trust, Truth-Telling, and POM Wonderful®	H445-474	Thu., November 6 Business and Environmental Sustainability 1. Business Ethics and Environmental Responsibility 2. Markets, Regulations, and Sustainability 3. Sustainable Business	H475-498
Tue., November 11 Business and Environmental Sustainability 1. The Next Industrial Revolution 2. The Triple Bottom Line (3BL) 3. Beyond Corporate Responsibility	H498-522	Thu., November 13 Corporate Governance, Accounting, and Finance 1. Professional Duties and Conflicts of Interest 2. Sarbanes-Oxley 3. Legal and Ethical Duties of Board Members 4. Executive Compensation 5. Inside Trading	H523-556
Tue., November 18 Corporate Governance, Accounting, and Finance 1. Convergence and Differentiation in Corporate Cultures 2. "Lessons" from the Libor Scandal 3. Highs and Lows in CEO Compensation	H556-570	Thu., November 20 Ethics Case #1 and #2	
Tue., November 25 Ethics Case #3 and #4		Thu., November 27 Thanksgiving	
Tue., December 2 Course Review		Mon., December 8 Final Exam (11AM -1 PM)	

El-Course Proposal for REL 341 Christian Ethics

Course Overview: The course description already identifies that this is an ethics-intensive course.

Course description: *This course is an introduction to the discipline of Christian Ethics. As a discipline, Christian ethics is a particular kind of praxis Christians do, in community, as a function of the church. Praxis involves an involved and self-critical cycle of reflection on action that leads to more sustained reflection and more thoughtful action. Christian ethics has a history; there are particular sources, methods, theological perspectives, stories, and symbols. Christian ethics as a discipline occurs at the intersection of theology and philosophy.*

In this course, we will ourselves practice doing Christian ethics, from a variety of perspectives. In that process, we will read, write, research, listen and discuss sources, methodologies and theologies for doing Christian ethics, and we will apply those tools to various contemporary issues and in various particular cases. Cases addressed will deal with race and class, church and state, gender and sexuality.

Required Student Learning Outcomes

1. **Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)**
 - *Students will identify the range of ethical issues, sources, and topics considered in the discipline of Christian ethics;*
 - *Consider with each thinker, issue, and case study the range of Christian ethicists' responses*
 - *Compare and contrast the issues identified in academic discipline of Christian ethics with those identified in popular perception or ecclesiastical practices*
2. **Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)**
 - *Discuss in writing and orally some of the sources (Biblical-theological, philosophical, experiential, and social) for doing classical and contemporary Christian ethics;*
 - *Identify and analyze options in methodologies for doing Christian ethics;*
 - *Apply more than one methodology to particular case studies and issues.*
3. **Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)**
 - *Create an annotated bibliography of parallel reading in a variety of genres that will demonstrate a range of thinking on contemporary Christian ethics;*
 - *Apply more than one methodology to particular case studies and issues.*
 - *Analyze a Christian ethicist's work in clear, well-researched writing;*
 - *Synthesize the elements of Christian ethics into a tentative personal ethical stance;*
 - *Practice hospitality and civility when discussing important and difficult issues and when visiting and working with people very different from themselves.*

REL 341: CHRISTIAN ETHICS Spring 2014

Katharine R. Meacham, Ph.D.

Office Hours: MW 10-11 and 2-3:30; TR 3-4; F 2-3 and by appointment

Office: Cornwell 314

Phone 828-689-1119; E-mail kmeacham@mhu.edu

"Noah, you're so full of what's right you can't see what's good."

Texas corn farmer, quoted in Joseph Fletcher's Situation Ethics

"Why do you call me good? No one is good but God alone." Jesus, in Mark 10:18

"God has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humble with your God?" Micah 6:8

". . . Forgive one another, as God in Christ has forgiven you." Ephesians 4:32

"Lord, when was it that we saw you hungry and gave you food . . . and when was it that we saw you a stranger and welcomed you?" Matthew 25:37-38

"God is acting in every event. Respond to every event as if you are responding to God."

paraphrase by Theodore Loder of H. Richard Niebuhr's ethic of responsibility

"Christ comes in the Stranger's guise." Poem, hanging on the wall of The Open Door, an intentional Christian community working with homeless people in Atlanta, Georgia

"There is a call to us, a call of service -- that we join with others to try to make things better in this world." Dorothy Day @ The Catholic Worker

Course Description:

This course is an introduction to the discipline of Christian Ethics. As a discipline, Christian ethics is a particular kind of *praxis* Christians do, in community, as a function of the church. *Praxis* involves an involved and self-critical cycle of reflection on action that leads to more sustained reflection and more thoughtful action. Christian ethics has a history; there are particular sources, methods, theological perspectives, stories, and symbols. Christian ethics as a discipline occurs at the intersection of theology and philosophy.

In this course, we will ourselves practice doing Christian ethics, from a variety of perspectives. In that process, we will read, write, research, listen and discuss sources, methodologies and theologies for doing Christian ethics, and we will apply those tools to various contemporary issues and in various particular cases. Cases addressed will deal with race and class, church and state, gender and sexuality.

Texts: Required texts are books, experiences, and encounters that everyone will do together;
Optional texts are books, experiences, and encounters that will be different from others in class.

Required texts:

Gorell, George W., Editor. *Christian Social Teachings: a Reader in Christian Social Ethics from the Bible to the Present*, 2nd Edition (Fortress Press, 2013)—CST = abbreviation in schedule

Other texts as assigned (on web, on Moodle, from libraries or for purchase).

Bibliography of A Small Sampling of Related Books:

Price, Reynolds, *A Serious Way of Wondering: The Ethics of Jesus Imagined*
Sheldon, Charles M. *In His Steps* – any edition, so long as it is UNABRIDGED
Siker, Jeffrey. *Homosexuality and the Church: Two Sides of the Debate*
Thurman, Howard, *Jesus and the Disinherited*. Beacon Press: 1976. Paper.
Martin Luther King. *Strength to Love* (essays and sermons)
Will Campbell. *Brother to a Dragonfly* (narrative ethics—autobiography)
Will D. Campbell. *The Glad River* (novel)
Walter Wink. *Jesus and Nonviolence: A Third Way* or any of his others
Daloz, Keen, Daloz Parks, and Keen. *Common Fire: Leading Lives of Commitment*
Charles H. Cosgrove, *Appealing to Scripture in Moral Debate: Five Hermeneutical Rules*
Fletcher, Joseph. *Situation Ethics*
Bonhoeffer, Dietrich
Zora Neale Hurston. *Their Eyes Were Watching God*
Toni Morrison. *Beloved*
Don Moseley
Joyce Hollyday
Eduard Loring. *Christ Comes in the Stranger's Guise* -- online

And . . . for your paper-thinking research: Richard Mouw, Lewis B . Smedes, Tony Campolo, Sallie McFague, Beverly Harrison, Virginia Ramey Mollenkott, Katie Geneva Cannon, Sharon Welch, Stanley Hauerwas, H. Richard Niebuhr, Reinhold Niebuhr, Dorothea Solle, Paul Ramsey, James Cone, James Gustafson, Marjorie Hewitt Suchocki, John B. Cobb, Jr., Robert MacAfee Brown, Rosemary Radford Ruether, Dorothy Day, Elizabeth Cady Stanton, Dorothy Day, Delores S. Williams, Richard Hays, Letty Russell, Joan M. Martin

There will be other readings on reserve, handed out in class, and on the internet.
We will have various guest speakers, some of whom will come to us and others we will visit.
Our guests, each other, and those with whom we are in service are also texts for this course. Read on.

We will have experiential dimensions to this exploration of Christian ethics:

1. Our classroom itself will be a laboratory in which to practice caring and constructive engagement with those who are Other than us;
2. Each student will become involved with people who are genuinely “Other” – whether they are homeless, imprisoned, hungry, or hurting in some way that is harder to see – through your chosen service-learning project;
3. As a class, we will visit an intentional Christian community to explore that more radical option for Christian living. It is extremely important for you to arrange to come on this weekend field trip. The date is being negotiated with the people at Jubilee Partners in Comer, Georgia. TBA.

Goals of the course: To introduce students to the discipline of Christian ethics; to practice doing Christian ethics, using a variety of sources, cases, methodologies, and theological perspectives. This course also meets the requirements of a Women’s Studies “adaptable” course. That means that we will practice teaching and learning methods that aim to include the voices all women and men who are around the table and we will try to hear the voices & experiences of those who are not around the table, learning and imagining why some might be excluded, and creating ways of meeting and hearing those voices. It also means that we will read and meet Christian ethicists (both women and men) who consider gender, race, and class in their ethical analyses. These approaches will help us meet the central goal of listening well, speaking respectfully, and engaging honestly with those who are “Other”, the “Stranger,” – whether in the room with each of us or out on the street or across the world.

Objectives:

By the end of this course, students will:

1. Discuss in writing and orally some of the sources (Biblical-theological, philosophical, experiential, and social) for doing classical and contemporary Christian ethics;
2. Identify and analyze options in methodologies for doing Christian ethics;
3. Create an annotated bibliography of parallel reading in a variety of genres that will demonstrate a range of thinking on contemporary Christian ethics;
4. Apply more than one methodology to particular case studies and issues.
5. Analyze a Christian ethicist's work in clear, well-researched writing;
6. Synthesize the elements of Christian ethics into a tentative personal ethical stance;
7. Practice hospitality and civility when discussing important and difficult issues and when visiting and working with people very different from themselves.

Expectations, Requirements, and Methods:

1. Class Participation: Ethics, like theology and philosophy, is **DONE**, not swallowed and regurgitated. It is an activity, a set of practices. Ethics—critical, rational, creative and imaginative reflection on moral dilemmas—is done in community. It is not a solitary endeavor. We will work together to see if we can create community in this class. Your active, respectful, and hospitable involvement in this class is essential for both the success of the class and for your success in the class.

In order to participate, you will need to come to class having read and questioned the assigned readings for the day. Occasional quizzes will be given. You will need to do all writing and turn it in on the due date, unless special arrangements have been made well ahead of time. You'll need to participate in activities of the class, as we agree with each other. Of course, in order to participate, you must be present, physically. More than two absences will negatively impact your grade. It is hospitable to let me know what is going on when you are absent.

Presence is also emotional, intellectual, and spiritual. Those qualities are much more difficult to evaluate. Your discussion, journals, active engagement in all assignments, and demonstrated civility and hospitality in class will be the best indicators. You and I will evaluate your presence in these ways together, throughout the semester. When you find yourself not engaged, it is your responsibility to come talk with me.

2. Reading: Books, chapters, and articles are assigned for each day. **READ WITH PENCIL IN HAND!** Make notes in the margins. Identify points you don't understand, places where you argue with the author, and places where you agree. Come prepared to discuss, to ask questions, and to explore together. Some of this reading is really difficult.

a. Required reading: that which is indicated for each day's assignment. You are to come to class having wrestled with the readings.

b. Parallel reading: the assignment is required; some choices are optional. You are to create an annotated bibliography of approximately 500 pages of parallel reading. The parallel reading must be from identified Christian ethicists (see list on p. 2). You may also choose from a variety of sources: academic, popular, reflecting a range of theologies. Those parallel readings assigned (e.g., Dostoevsky and Kierkegaard) are to be included. Half your annotated bibliography will be due at the midterm. The other half will be due at the final.

3. Writing: Writing is critical to the practice of doing Christian ethics. The kind of thinking that writing well entails is different from the kind of thinking required for discussing an issue. We clarify our thinking and also we learn what we realize we don't understand through writing. This course asks you to do two different kinds of writing in four different kinds of assignments: journals and the service-learning scrapbook call for informal writing; papers and take-home exams require formal writing.

- a. **Journals:** This is where you will reflect on the readings and discussions. Sometimes I will give specific topics for journals; at other times, you will be asked to reflect on the readings and discussions. This writing is informal, first-person, and here I ask you to engage yourself with the issues at as many levels as you can.
 - i. **The generic form for journals is this:** focus—in one paragraph—on a central question in the reading; in the second paragraph, connect that question or topic with Christian ethical theory, and in the third paragraph, respond.
 - ii. I will collect these once a month, as announced, and return them with comments. You are to keep your returned journals, as they will be the basis for part of your portfolio. Assume you are to write one per class per day. Sometimes there will be more. Sometimes there will be less, when you are working on papers intensely.
 - b. **Mid-term:** You will have a take-home opportunity for connection, reflection, analysis and integration of what you have learned in the first few weeks of the course. This will be due before spring break. Your midterm will include, in addition to questions about the readings, half of your annotated bibliography and at least three topics, questions, or people you are interested in exploring for your semester paper in this course. Those topics will need to be accompanied by at least three annotated bibliographical entries each. Of course, the entries you select for this part of the assignment are included in the entries that will be part of your semester long parallel reading bibliography.
 - c. **Semester paper:** You will write a 10-page paper that will do one of the following: either you will analyze the work of one Christian ethicist, or you will analyze a particular issue from several positions, using the works of at least two Christian ethicists on that issue. Students wanting credit for the Women’s Studies minor will choose a final paper in consultation with the professor that will particularly look at the work of Christian feminist ethicists. **Topic & preliminary bibliography: due at mid-term. Draft of paper due: April 23. Final paper due with portfolio.**
 - d. **Movie viewing & response papers:** Students are expected to see ALL movies selected for this class, as well as at least one of the Martin Luther King honoring movies or speakers between Jan. 14 and Feb. 28. Response papers will be in the form of a Describe-Connect-Reflect paper (D-C-R). See directions, which will be posted on Moodle.
 - e. **Final (take-home)**
4. **Doing: Service-learning description & reflection:** The class and you, individually, will be engaged with people-in-the-world who are *doing* Christian ethics in community and in surprising ways. There are two criteria to be met for any service-learning project, whether they are ones we do as a group or whether they are projects you, individually, create:
- a) the service you provide is requested and defined by the people you are serving;
 - b) the people you are serving are, at least on the surface, different from you; they are people with whom you have not had much experience.

Each student will need to do approximately ten to fifteen hours of service in this project. You will reflect on your service-learning through D-C-R reflections (Describe-Connect-Reflect – see directions posted on Moodle) and included in your final portfolio. One possibility is to

work with **Beloved House** in Asheville on a regular basis throughout the semester. We will discuss this in class.

In addition to a local service-learning project, the class will take a field trip to Jubilee Partners, an intentional Christian community in Comer, Georgia, that works with international refugees and with people on death row.

You will document and reflect on your service-learning projects will be included in your portfolio. You may create this dimension of your portfolio as a scrapbook or in some creative form, so long as you identify your expectations, describe your experience, and reflect on what you learned.

5. **Portfolio:** Your journals, your papers, annotated bibliography, and your reflections on your service-learning will form the backbone of your portfolio. You will write an introduction (about 2 pages) to the portfolio, evaluating it from your perspective at the end of the course. You will include any quizzes, the mid-term take-home exam, and the final take-home. More directions coming.
6. **Presentations:** Each student will give a 10-15 minute presentation to the class in the last week of the semester, based on either your personal research or the service-learning project and how it connects with your understanding of Christian ethics.

GRADING:

Class participation, including quizzes, in-class writing, & presentation	20%
Journals, including short writing assignments (movie + reading responses)	20%
Midterm, including annotated bibliography of parallel rdg Part I	20%
Term paper, analyzing the work of a Christian ethicist	20%
Portfolio, inc. final exam, parallel reading bib & service-learning reflections	<u>20%</u>
	100%

Parallel Reading – required as well as optional:

<https://www.mtholyoke.edu/acad/intrel/pol116/grand.htm> = “**The Grand Inquisitor**” portion from Dostoevsky’s **Brothers Karamazov** = REQUIRED in week 2. See outline of readings.

Fear and Trembling by Soren Kierkegaard. This small book is packed to the gills and will change your life if you let it. It’s difficult – b/c ... well, it’s not *really* by Kierkegaard, but by one of his pseudonyms ... on purpose. This one is REQUIRED – in week 6. Find it at religion-online.org and read it from there – or from the library...or purchase it. You can get used copies really really inexpensively.

EITHER Dorothy Day, *The Long Loneliness* or Will D. Campbell, *Brother to a Dragonfly*. REQUIRED for week 15.

OPTIONAL parallel readings: You are to select readings from any of the names listed at the top of page two. If you have other Christian ethicists or case studies of people living in such a way that their lives exemplify the doing of Christian ethics, you are to have a conversation with me about those people and the books or articles you want to read. My office hours are posted at the top of this syllabus.

Wk	Tuesday	Thursday
	<i>WHO are we? WHAT are we doing? HOW shall we "do" Christian ethics?</i>	
1	<p>1/14 What is <i>Christian</i> about Ethics? What is <i>Ethical</i> about Christian thought & action? What does it mean to "do Christian ethics"? Intro to methodology—Divine Command Theory and its critics... Read: Matthew 5-7, aka "The Sermon on the Mount" for Thursday. This week: watch the movie, <i>Dead Man Walking</i>—with class.</p>	<p>1/16 How shall we go beyond "bumper sticker" ethics? How shall we do "difficult dialogues" in this class? Use "The Sermon on the Mount" as the guide for our discussion. Come also with questions on the syllabus, written, and to be turned in. <i>Watch Dead Man Walking</i> this week – as class, if possible. Maybe Sun. eve, Jan. 20??</p>
	<i>BIBLICAL influences</i>	
2	<p>1/21 Hebrew Bible sources (CST Chap. 1) & other selections, as posted on Moodle... inc. Hebrew Bible on the death penalty".</p>	<p>1/23 New Testament sources (CST Chap. 2) & other selections, as posted on Moodle. Case study & parallel reading: Dostoevsky's "The Grand Inquisitor" from <i>The Brothers Karamazov</i></p>
	<i>The EARLY CHURCH (2nd – 5th centuries) & The MEDIEVAL CHURCH (6th – 14th centuries)</i>	
3	<p>1/28 Church "Fathers" intro (CST chaps 3-6)</p>	<p>1/30 Case study: Augustine – CST (7) & Monasticism CST (8)</p>
4	<p>2/04 Medieval Mystics (CST 9), Hildegard of Bingen (TBA), Thos. Aquinas (CST 10) & Medieval Papacy (CST 11)</p>	<p>2/06 Setting up for the Modern World (Renaissance & Reformation). Case study: Rembrandt's "The Holy Family" + another TBA</p>
	<i>The MODERN WORLD (16th century through 19th)</i>	
5	<p>2/11 REFORMATION voices: Luther, Calvin, Anabaptists, & Jesuits (CST, Part 4)</p>	<p>2/13 POST-REFORMATION voices: Puritans, Roger Williams, Quakers (CST, Part 5) . Midterm will be assigned – due in 3 weeks.</p>
6	<p>2/18 ENLIGHTENMENT voices: Rationalism, Pietism, & Wesley (CST, Part 6)</p>	<p>2/20 19th CENTURY VOICES: Schleiermacher, Bushnell, Sojourner Truth, Frederick Douglas (CST, Part 7) + Kierkegaard – <i>Fear & Trembling</i></p>
	<i>MODERN? POST-MODERN? The contemporary conversation begins</i>	
7	<p>2/25 Social Gospel, Reinhold Niebuhr (CST chapters 30 & 31). Case study: TBA</p>	<p>2/27 Tillich & Barth (CST chapters 32-33). Case study: Bonhoeffer (CST 34)</p>
8	<p>3/04 Feminist Voices (CST, chapter 35) Case study: TBA</p>	<p>3/06 Womanist Voices (CST chapter 36). Case study: TBA MIDTERM is DUE.</p>
9	Spring Break!	Spring Break!
	<i>CONTEMPORARY ISSUES – mid-20th century to the present</i>	
10	<p>3/18 Justice and Liberation (CST 37)</p>	<p>3/20 Case study: Oscar Romero</p>
11	<p>3/25 Human Sexuality (CST 38)</p>	<p>3/27 Case studies</p>
12	<p>4/01 Environmental Ethics (CST 39)</p>	<p>4/03 Case studies</p>
13	<p>4/08 Biomedical Ethics (CST 40)</p>	<p>4/10 Case studies</p>
14	<p>4/15 Pacificism, Just War, Terrorism (CST 41)</p>	<p>4/17 Case Studies: Mr. Leahy – film , Bonhoeffer (again) , Father Elias Chacour, CPTs and WFP</p>
15	<p>4/22 Church-in-World & Virtue Ethics (CST 42)</p>	<p>4/24 Case studies –Will D. Campbell, Dorothy Day</p>
16	<p>4/29 Presentations on papers & projects...</p>	<p>5/01 Reading Day</p>

Proposal for EI-Course Designation (PS 341: Ethics, Politics, and Policy)

Course Overview

This course focuses on ethical issues and controversies surrounding the formulation and implementation of public policies. The emphasis will be on learning how to make and evaluate ethical arguments about politics and policy.

Specific Course Themes

Political Ethics

Two central questions structure inquiries in the field of political ethics. 1) Is political action governed by generally applicable moral principles or does it possess a distinctive logic and/moral structure of its own? We will explore possible responses to this question by focusing on the ends and means of politics, principal/agent issues, and the nature of individual and collective responsibility. These issues will be clearly visible in our examination of the problem of dirty hands and the moral structure of war. Many of these issues will also be present in our examination of the ethics of democracy. 2) What are the moral dimensions of public policies? The central concern here is with the values that stand behind or support particular policy outcomes. An important corollary to this question is what difference, if any, should the context of democratic politics make for how we approach and negotiate differences when moral values collide or conflict.

Methodological Concerns: Bottom-up (problem-driven) or Top-down (theory-driven)

What should be the role of ethical theory and philosophical reasoning in politics and policy making? How should we investigate the moral dimensions of policy debates? What are the most appropriate methods for identifying and dealing with moral conflicts in areas of public policy? How should we proceed in the face of (seemingly) irreconcilable moral conflict? Is there an appropriate place for compromise in negotiating conflicts in the application of moral principles to the policy context? Tackling these questions will require grappling with some recurring issues and problems in metaethics and political theory (e.g., moral realism, reflective equilibrium, and the nature of justification).

Required Student Learning Outcomes

1. Identify ethical issues in subject or discipline-based settings (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Identify ethical issues in the formulation and implementation of public policies.
2. Apply ethical perspectives to subject or discipline-based issues (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Apply ethical perspectives to explore criteria and frameworks for the analysis of the means and ends of specific public policies.
3. Practice ethical reasoning skills through analysis of ethical problems. (K, EC, T, PG/SR)
From the syllabus for PS 341 (Student Learning Outcomes):
 - Practice ethical reasoning skills through evaluation of the ethical criteria and frameworks employed to support specific public policies

PS 341 – ETHICS, POLITICS, AND POLICY – SPRING 2016

Instructor: Barry Sharpe, PhD, JD

Office: Founders Hall 111

Phone: 689-1338

Email: Bsharpe@mhu.edu

Meeting Location: Nash 205

Meeting Times: MWF 1:00-1:50 PM

Office Hours: MWF 11:00 AM-12:15 PM, MR 1:30-2:30 PM, TR 9:00-10:45 AM, and by appointment

Virtual Office Hour: W 8:30-9:30 PM

CATALOG COURSE DESCRIPTION

This course focuses on ethical issues and controversies surrounding the formulation and implementation of public policies. The emphasis will be on learning how to make and evaluate ethical arguments about politics and policy.

REQUIRED TEXTS

Eric Beerbohm	<i>In Our Name: The Ethics of Democracy</i> (Princeton, 2012)
Michael Walzer	<i>Just and Unjust Wars</i> 5th ed. (Basic Books, 2015)
Jonathan Wolff	<i>Ethics and Public Policy: A Philosophical Inquiry</i> (Routledge, 2011)
Articles on Moodle	Eric Beerbohm, "The Problem of Clean Hands: Negotiated Compromise in Lawmaking"; Charles Blattberg, "Dirty Hands"; Suzanne Dovi, "Guilt and the Problem of Dirty Hands"; David Held, "Dealing with Saif Gaddafi: naivety, complicity or cautious engagement?"; Amy Gutmann and Dennis Thompson, "Valuing Compromise for the Common Good"; John Keane, "Libya, intellectuals and democracy: an open letter to Professor David Held"; Dennis Thompson, "Political Ethics"; Jeevan Vasagar and Rajeev Syal, "LSE Head Quits Over Gaddafi Scandal"

SPECIFIC COURSE THEMES

Political Ethics

Two central questions structure inquiries in the field of political ethics. 1) Is political action governed by generally applicable moral principles or does it possess a distinctive logic and/moral structure of its own? We will explore possible responses to this question by focusing on the ends and means of politics, principal/agent issues, and individual and collective responsibility. These issues will be clearly visible in our examination of the moral structure of war. Many of these issues will also be present in our examination of the ethics of democracy. 2) What are the moral dimensions of public

policies? The central concern here is with the values that stand behind or support particular policy outcomes. An important corollary to this question is what difference, if any, should the context of democratic politics make for how we approach and negotiate differences when moral values collide or conflict.

Methodological Concerns: Bottom-up (problem-driven) or Top-down (theory-driven)

What should be the role of philosophical reasoning in politics and policy making? How should we investigate the moral dimensions of policy debates? What are the most appropriate methods for identifying and dealing with moral conflicts in areas of public policy? How should we proceed in the face of (seemingly) irreconcilable moral conflict? Is there an appropriate place for compromise in negotiating conflicts in the application of moral principles to the policy context? Tackling these questions will require grappling with some recurring issues and problems in metaethics and political theory (e.g., moral realism, reflective equilibrium, and the nature of justification).

STUDENT LEARNING OUTCOMES

- (1) Identify ethical issues in the formulation and implementation of public policies.
- (2) Apply ethical perspectives to explore criteria and frameworks for the analysis of the means and ends of specific public policies.
- (3) Practice ethical reasoning skills through evaluation of the ethical criteria and frameworks employed to support specific public policies

COURSE REQUIREMENTS AND GRADES

Unit Exams (3)

There will be an essay exam on each of the assigned texts for the course (*Ethics and Public Policy, In Our Name, and Just and Unjust Wars*). A list of possible essay questions will be distributed prior to each exam. Each exam will have an in-class and an out-of-class component. The in-class component of the exam will be structured as a traditional essay exam. For the out-of-class part of the exam, you will be given the opportunity to revise and expand upon what was written in class.

Quizzes (5)

To help prepare for class discussion, you will complete several Moodle-based quizzes. These will be open-book, open-notes exercises. Collaboration with others is permitted, but you should be prepared to explain responses in class. (If you are not doing the work, you are not “doing” the learning.) This includes documenting the collaboration (i.e., including the names of all of those who were part of the collaboration). More complete instructions will accompany each quiz. See Moodle for details. There may also be in-class quizzes. The in-class quizzes will be closed-book, closed-notes exercises. These exercises may be conducted at the beginning or the end of class.

Roundtable Discussions (3)

There will be three formal roundtable discussions. See the course schedule for topics. An academic conversation skills rubric will be distributed early in the course. Your score for roundtable discussions will be determined by your placement on the rubric. In addition to questions and comments during the discussion, you will be given an opportunity to provide written questions and comments as well.

Discussion Prompt Posts (5)

At the beginning of each week I will post a discussion prompt(s) designed to structure reflection on the assigned reading for the week. Prompts are likely to involve the following: scenarios, test-style questions, or thought experiments. You will be responsible for submitting five Discussion Prompts for the course. In your posts please make explicit connections to course themes and materials. This assignment should be viewed as practice in/for ethical reasoning about politics and policy.

Appropriate concern for the substance and mechanics of academic writing is expected (for this and all other writing assignments). Posts should be 450 to 550 words in length (include word count in post). Please post responses to the appropriate assignment link for the week on Moodle.

Participation

Daily preparation for class is essential. You will be expected to stay current with the readings and participate regularly in class. There will be a variety of opportunities for participation available to you (e.g., responding to questions, group and debating exercises, communication through email, Moodle exercises, simulations, etc.). You will also be expected to check your MHU email account and the Moodle page for the course to stay current with announcements and assignments. Failure to do so may result in a penalty for the participation score.

Exams (15%, 15%, 15%)	45%
Quizzes (5)	15%
Roundtable Discussions (3)	15%
Discussion Prompt Posts (5)	15%
Participation	10%

The following grading scale will apply:

93-100 A	90-92 A-	
87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-
60-69 D	Below 60 F	

ATTENDANCE AND CLASSROOM BEHAVIOR POLICIES

Regular attendance is expected for this course. Daily preparation for and participation in class are also expected. Tardiness, early departures, lack of attention in and preparation for class may result in grade penalties. If you must miss class, please make arrangements with me in advance.

Careful attention to your campus email account and the course Moodle page are also expected. Important information, schedule changes, and assignments will be communicated through email and Moodle. In addition, Moodle assignments may factor in the participation score for the course.

To the extent that the use of electronic devices in the classroom enables meaningful engagement with and contribution to our learning community, they are permitted. When the use of electronic devices detracts from learning, academic integrity, and civility, such use will be prohibited.

The classroom is a special kind of community. Responsibility for the creation and maintenance of this community is shared by all members. Academic integrity and civility are the cornerstones of this community. The Honor Code and Honor Pledge exemplify these commitments.

The Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

The Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

MARS HILL UNIVERSITY'S POLICY ON ACADEMIC MISCONDUCT (PAGES 43-44 OF THE 2015-2016 UNIVERSITY CATALOG AND PAGES 11-18 OF THE STUDENT HANDBOOK) WILL DIRECT ACADEMIC PROCEDURES FOR THIS COURSE.

TENTATIVE SCHEDULE [SUBJECT TO MODIFICATION]

- J13 Course introduction; "Getting Our Hands Dirty: Making the Problem of Dirty Hands Work for Us"
- J15 Dennis Thompson, "Political Ethics"*; Charles Blattberg, "Dirty Hands"*
- J20 David Held, "Dealing with Saif Gaddafi: naivety, complicity or cautious engagement?"; John Keane, "Libya, intellectuals and democracy: an open letter to Professor David Held"; Jeevan Vasagar and Rajeev Syal, "LSE Head Quits Over Gaddafi Scandal"
- J22 Bottom-up theorizing about ethics, politics, and policy (Wolff 1-10); Scientific experiments on animals (Wo11-36)
- J25 Gambling (Wo37-60)

- J27 Drugs (Wo61-82)
- J29 Safety (Wo83-108)
- F1 Crime and punishment (Wo109-127)
- F3 Health (Wo128-145)
- F5 Disability (Wo146-169)
- F8 The free market (Wo170-208)
- F10 Exam #1 (part one in class; part two out of class)
- F12 In our name (Beerbohm1-24)
- F15 How to value democracy (B25-50)
- F17 Paper Stones: The Ethics of Participation (B51-80)
- F19 Philosophers-Citizens (B 82-104); Superdeliberators (B105-124)
- F22 What is it like to be a citizen? (B 125-141); Democracy's ethics of belief (B142-165)
- F24 The division of democratic labor (B166-192)
- F26 Representing Principles (B197-225)
- F29 Democratic complicity (B226-251)
- M2 Not in my name (B252-286)
- M4 Exam #2 (part one in class; part two out of class)
- M7 Roundtable Discussion: Is Compromise Part of the Moral Infrastructure Necessary for Democracy" (Amy Gutmann and Dennis Thompson, "Valuing Compromise for the Common Good")
- M9 The moral reality of war (Walzer3-20); The crime of war (Wa21-33)
- M11 The rules of war (Wa34-48); Law and Order in international society (Wa51-73)
- M21 Anticipations (Wa74-85); Interventions (Wa86-108)
- M23 War's ends, and the importance of winning (Wa109-124); War's means an the importance of fighting well (Wa127-137)
- M25 Good Friday (no class)
- M28 Noncombatant immunity and military necessity (Wa138-159)

- M30 War against civilians: sieges and blockades (Wa160-175); Guerrilla war (Wa176-196)
- A1 Terrorism (Wa197-206); Reprisals (Wa207-221)
- A4 Winning and fighting well (Wa225-232); Aggression and neutrality (Wa233-249)
- A6 Supreme Emergency (Wa250-267); Nuclear deterrence (Wa268-283)
- A8 The crime of aggression: political leaders and citizens (Wa287-303); War crimes: soldiers and their officers (Wa304-328)
- A11 Nonviolence and the theory of war (Wa329-334); A defense of just war theory (Wa335-346)
- A13 Exam #3 (part one in class; part two out of class)
- A15 Roundtable Discussion: The Moral Structure of War
- A18 Revisiting the Problem of Dirty Hands
- A20 Eric Beerbohm, "The Problem of Clean Hands: Negotiated Compromise in Lawmaking"
- A22 Suzanne Dovi, "Guilt and the Problem of Dirty Hands"
- A25 Final exam prep
- A27 Final exam prep
- M2 Roundtable Discussion: Topic to be determined (2:30-4:30 PM)

ENGLISH 355
SOCIAL JUSTICE IN LITERATURE & CULTURE

Professor: Dr. Adrienne Akins Warfield
E-mail: aakins@mhu.edu
Office: Cornwell 203
Office Phone: 689-1136
Office Hours: Mondays 4-5 PM; Tuesdays 11 AM-Noon, 1-1:30 PM, and 2:45-4:15 PM; Thursdays 1-1:30 PM and 2:45-4:45 PM; and by appointment.
“Virtual Office Hours” on Moodle on Wednesdays 3:30-5:00 PM

CATALOG COURSE DESCRIPTION:

Course that explores the role of literature, film and other artistic forms of expression in American civil rights and social justice movements. Prerequisite: ENG 112 or 113 and 60 credit hours/junior standing. Fulfills a general education perspectives requirement.

COURSE CONTENT:

The course will focus on works of American literature and culture that have played key roles in civil rights and social justice movements. We will first study works involved with the movements to abolish slavery and establish women’s suffrage during the 18th and 19th centuries. Then we will survey key works related to 20th and 21st century civil rights, justice, peace, and equality movements.

STUDENT LEARNING OUTCOMES:

Ideas & Innovations (U.S.) Student Learning Outcomes

At the successful completion of the course, students will demonstrate that they can:

- Understand and interpret an idea or innovation that illuminates the past, present, or both. (T, K)
- Identify, investigate, and evaluate information about an idea or innovation using a variety of appropriate methods, such as reading, researching, collaborating, experiencing, reflecting, or debating. (T, C, K)
- Analyze and synthesize knowledge of a theme or topic from multiple perspectives, such as historical, political, economic, social, cultural, intellectual, philosophical, theoretical, scientific, aesthetic, or ethical. (T, R, A, K)
- Communicate knowledge of a theme or topic using appropriate and rigorous methods, such as writing, oral presentations, or creative projects. (T, C, K)

Additional ENG 355 Student Learning Outcomes

- Students will understand the key roles that particular literary and cultural texts have played in American civil rights and social justice movements.
- Students will grow to appreciate the potential of works of literature and other artistic forms of expression as agents of positive social change.

REQUIRED TEXTS:

- ✓ Gaines, Ernest. *A Gathering of Old Men*. Publisher: Vintage. Paperback Edition (1992). ISBN 0-679-73890-8
- ✓ Silko, Leslie Marmon. *Ceremony*. Publisher: Penguin. 30th Anniversary Edition (2006). ISBN 0-14-310491-8
- ✓ Viramontes, Helena María. *Under the Feet of Jesus*. Publisher: Plume. Paperback Edition (1996). ISBN 0-452-27387-0
- ✓ As noted on the course reading schedule, a great number of the assigned readings for this class are posted to Moodle. You should print these texts out, read them, and bring them to class on assigned days.

ATTENDANCE POLICY:

Regular attendance is required for success in the class. If you have more than three absences, your final course grade will be reduced; each absence beyond the three-absence limit will result in the reduction of the final course grade by five points. ***Please note that this policy applies to both excused and unexcused absences!*** Three tardies will equal one absence. Furthermore, persistent tardiness will hurt a student's class participation grade. You must be present for the majority of the class period to be counted present, so if you leave early without having both permission and a valid reason or are more than 30 minutes late, you will receive an absence for the day. I strongly urge you not to miss any classes! You are responsible for keeping a record of your absences and for arranging to make up work in the case of excused absences.

Excused absences: Excused absences include those necessitated by college-sponsored extracurricular activities, illness, or family emergencies that require you to leave school. If you have an excused absence, you must bring me a note from the proper authorities—your doctor, coach, residence hall staff member (RA), or parent/guardian—stating the dates and the reasons for your absence. Remember that excused absences still count toward your three-absence limit.

Make-up work: You may make up work for excused absences only, and you must make up all work within one week of the missed assignment except in cases of extreme emergencies. You are responsible for arranging the time and place to complete make-up work.

Absences and class work: You are responsible for each day's assignment when you come to class, even if you have missed the previous class. Refer to your syllabus to find out the assignment for each day. If your absence is unexcused, please do not ask me if you "missed anything" in class; you should follow the syllabus and contact a classmate if you need more information.

GRADING POLICIES:

A student's course grade will be based upon the following components: **Class Participation (10%), Quizzes (10%), the Reading Notebook (25%), the Mid-Term Exam (18%), the Final Exam (22%), and the Research Paper (15%)**. There will be no opportunities for extra credit at the end of the semester, so you should give your best effort in all of your assignments throughout the semester.

Class Participation – 10%

- Class participation consists of a variety of components, the shared foundation of which is consistently coming to class prepared by having completed each day's assignments. Students who earn strong participation grades pay attention in class, contribute to class discussions and small group assignments, ask questions, answer questions asked by the professor or by fellow students, and generally engage with the class material.

Quizzes – 10%

- Each day you should come to class prepared for a possible quiz over the day's reading and/or viewing assignments. We will complete multiple quizzes over the course of the semester. I will drop your lowest quiz grade; the rest of the quizzes that you do over the course of the semester will be averaged together (equally weighted) to comprise 10% of your total course grade.

Reading Notebook – 25%

- Over the course of the semester, you will be required to turn in a total of four reading notebook entries on four different works. At least one of these notebook entries should focus on an assigned novel, at least one should focus on a short story, and at least one should focus on a work of non-fiction (for example, *Narrative of the Life of Frederick Douglass*). Each of these entries should be two double-spaced pages long.
 - ❖ *These reading notebook entries should be turned in at the beginning of class on the day that we are discussing the work on which you have written*; in other words, you should write notebook entries over the readings you have chosen to discuss **BEFORE** we discuss these readings in class. For reading notebook entries on novels, you should focus on the section of the novel assigned for discussion on the day you turn in the entry. *Please note that no more than one reading notebook entry can be turned in per class period.*

Reading Notebook Entry Guidelines:

Reading notebook entries should analyze how the work conveys a specific justice-related theme that you have identified, and your notebook entries should demonstrate that you studied the work thoroughly and should make specific references to the work throughout. Quotations should be short and should include page numbers. You should NOT use any outside sources beyond the work on which you are writing.

Midterm Exam – 18%

- The midterm exam will cover all of the works assigned from the beginning of the semester through Fall Break as well as the relevant information we have discussed in class up to that point in the semester. These are the types of questions you may expect on the midterm exam: (1) short objective/short answer questions, which may include questions about specific elements of literary, film, and musical works such as plot and character details as well as questions about literary genres and relevant historical information discussed in class; (2) passage identification questions including identification of quotations, identification of the character(s) speaking in quotations, and discussion of the significance of the passage within the work; and (3) essay questions involving multiple works.

Please note: Exams CANNOT be made up unless you have a written note from the proper authorities documenting the excused reason for your absence.

Final Exam – 22%

- The final exam will cover all of the works assigned from Fall Break through the end of the semester as well as the relevant historical and theoretical information we have discussed in class during this period. These are the types of questions you may expect on the final exam: (1) short objective/short answer questions, which may include questions about specific elements of literary, film, and musical works such as plot and character details as well as questions about literary genres and relevant historical information discussed in class; (2) passage identification questions including identification of quotations, identification of the character(s) speaking in quotations, and discussion of the significance of the passage within the work; and (3) essay questions involving multiple works.

Please note: Exams CANNOT be made up unless you have a written note from the proper authorities documenting the excused reason for your absence.

Research Paper – 15%

- This paper should be at least 5 full double-spaced pages long and should make a scholarly argument about one or more of the works we studied in this course, using peer-reviewed articles to contextualize and support the argument. You should explore a particular justice-related theme in one or more of the works we have studied, making a focused argument about the work's treatment of this theme. I will give you an essay assignment sheet explaining the specific requirements for the research and development of this paper in more detail. I will have you e-mail me a proposal for your research paper on or before November 11. You will submit your research paper to me electronically on or before December 6.

Turning in Work: Assignments are due at the beginning of the class period. Work is penalized one letter grade for each day it is late except in extreme circumstances. *If and only if you have emergency printing problems, please e-mail me your assignment as a Word attachment BEFORE class on the day that assignment is due.*

Policy on Discussion of Graded Major Assignments: After I hand back exams and writing assignments, I ask that you wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading system and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding exam and essay grades.

Grading Scale

Final course grades will be assigned according to the following scale:

- A = 93-100
- A minus = 90-92
- B plus = 87-89
- B = 83-86
- B minus = 80-82
- C plus = 77-79
- C = 73-76
- C minus = 70-72
- D = 60-69
- F = below 60

GENERAL COURSE POLICIES

Electronics Policy: Cell phones and music devices must be turned off and put away before the beginning of class. Course texts should NOT be read on cell phones in ENG 355. Assigned readings should be printed out before class (printing can be done for free in the library and in campus computer labs) or downloaded to a laptop, Kindle, or I-Pad to access during class. Students who have cell phones out during class will be asked to place them in a basket at the front of the room until class is dismissed. Any time a student has to place his or her cell phone in the basket, the student will lose 5 points from their overall class participation grade for the semester. The only exception to this rule is if a student has an emergency situation and has contacted the instructor before class to explain the situation necessitating having the cell phone out. Students who wish to bring laptop computers, Kindles, or I-Pads to access course texts and facilitate note-taking must get prior approval from the professor. Computers, Kindles, and I-Pads should be used for class purposes only; any device being used for a non-class purpose (for example, e-mail, Facebook, web browsing) will be taken and returned at the end of class and banned thereafter, and the student will lose 5 points from their overall class participation grade for the semester.

Cancellation Policy: Should inclement weather or some other event necessitate cancelling a class session, students should expect notification at your MHU e-mail address. A sign announcing the cancellation will also be posted outside the classroom.

Online Document Access: This semester you will have access to materials for this course through Moodle, an online course management system. I will post a great number of the assigned readings for this course, as well as the course syllabus, class handouts, and other relevant materials to Moodle throughout the semester. Please let me know early on in the semester if you have any questions about retrieving and printing these documents through the Moodle system.

English Program Academic Integrity Policy:

Plagiarism is a serious academic offense. It is intellectual theft. It includes not only obvious instances, such as intentionally submitting under your name work done by someone else (for example, copying an essay, or parts of an essay, from the Internet or a print source, or turning in an essay written by another person), but also less overtly intentional acts, such as presenting someone else's ideas or words as your own without citing all sources.

Any clearly provable* instance of plagiarism may result in an immediate grade of F for the class. The suspicion of plagiarism (without clear proof), intentional or possibly unintentional, may result in a grade of zero for the assignment and the possibility of other class penalties (e.g., lowering of the class participation grade, etc.) ALL cases of plagiarism are reported to the student's academic advisor and the Assistant Vice President for Student Development.

**clearly provable = the faculty member finds all or part of the plagiarized text in another source authored by someone else.*

Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

OTHER IMPORTANT INFORMATION

Writing Center: Stop by the Writing Center in Renfro Library, Room 133, for help with prewriting, outlining, thesis development, sentence structure, organization, clarity, and other writing skills. The Writing Center is provided to students, free of charge, by Mars Hill University, and can be an invaluable tool in supplementing this course. Students can receive help with writing for any assignment in any discipline. Tutors help not to create “A” papers, but rather to strengthen writers. *When you visit, bring specific questions and have an idea of what you want to work on during your appointment.* Please see the MHU Writing Center website for more information on tutors, expectations, and schedule: <http://www.mhu.edu/academics/writing-center>

Other questions: Please do not hesitate to visit me during my office hours or e-mail me with any questions or concerns you may have about this course. I check my e-mail frequently.

COURSE READING SCHEDULE

The reading/viewing/listening assignments listed for each date should be completed **BEFORE** you come to class on that date; for example, you should read the excerpts from *The Interesting Narrative of the Life of Olaudah Equiano* and *Incidents in the Life of a Slave Girl* **before** class on 8/21.

8/19: Introduction to Course

8/21: Slave Narratives and the Abolitionist Movement

- ✓ **Read:** Excerpts from *The Interesting Narrative of the Life of Olaudah Equiano* (Posted to Moodle)
- ✓ **Read:** Excerpts from *Incidents in the Life of a Slave Girl* by Harriet Jacobs (Posted to Moodle)

8/26: Slave Narratives and the Abolitionist Movement (continued)

- ✓ **Read:** Excerpts from *Narrative of the Life of Frederick Douglass* (Posted to Moodle)

8/28: Slave Narratives and the Abolitionist Movement (continued)

- ✓ **Read:** Excerpts from *Twelve Years a Slave* (Posted to Moodle)
- ✓ **Read:** “Sojourner Truth Speeches and Commentary” document (Posted to Moodle)
- ✓ **Read:** “Abolitionist Hymns and Spirituals” document (Posted to Moodle)

9/2: Slave Narratives and the Abolitionist Movement (continued)

- ✓ **Watch:** *Twelve Years a Slave* (Class viewing time TBA)
- ✓ **Read:** “The Passing of Grandison” by Charles Chesnut (Posted to Moodle)

9/4: Women’s Suffrage and Women’s Rights

- ✓ **Read:** “Declaration of Sentiments” by Elizabeth Cady Stanton (Posted to Moodle)
- ✓ **Read:** “Frederick Douglass On Female Suffrage” document (Posted to Moodle)
- ✓ **Read:** “The Yellow Wallpaper” by Charlotte Perkins Gilman (Posted to Moodle)

9/9: Language, Literature, and Racial Justice in the 1920s and 1930s

- ✓ **Watch:** *The Great Debaters* (Class viewing time TBA)
- ✓ **Read:** “Langston Hughes and Claude McKay Poems” document (Posted to Moodle)

9/11: Medicine in the Age of Jim Crow

- ✓ **Read:** "A Worn Path" by Eudora Welty (Posted to Moodle)
- ✓ **Read:** "The Sky is Gray" by Ernest Gaines (Posted to Moodle)

9/16: The Great Depression and Labor Justice

- ✓ **Read:** Excerpts from *The Grapes of Wrath* (Posted to Moodle)
- ✓ **Listen:** "The Ghost of Tom Joad" by Bruce Springsteen (Link posted to Moodle)

9/18: No Class Meeting

9/23: The Great Depression, Labor Justice, and Racial Justice

- ✓ **Watch:** *The Grapes of Wrath* (Class viewing time TBA)
- ✓ **Read:** "Keela, the Outcast Indian Maiden" by Eudora Welty (Posted to Moodle)
- ✓ **Read:** "Native American Poets" document (Posted to Moodle)

9/25: Environmental Justice and Native American Rights (continued)

- ✓ **Read:** *Ceremony* pp. xxi-xxiii and pp. 1-106

9/30: Environmental Justice and Native American Rights (continued)

- ✓ **Read:** *Ceremony* pp. 107-211

10/2: Environmental Justice and Native American Rights (continued)

- ✓ **Read:** *Ceremony* pp. 211-244
- ✓ **Review:** ENG 355 Midterm Exam Review Guide (Posted to Moodle)

Fall Break: October 4-7

10/9: Mid-Term Exam

10/14: The Medgar Evers Murder and the Civil Rights Movement

- ✓ **Read:** "Notes for *Blues*" by James Baldwin (Posted to Moodle)
- ✓ **Read:** "Margaret Walker Poems" document (Posted to Moodle)
- ✓ **Read:** "Where is the Voice Coming From?" by Eudora Welty (Posted to Moodle)
- ✓ **Listen:** "Only a Pawn in Their Game" by Bob Dylan (Link posted to Moodle)
- ✓ **Listen:** "This is My Voice" by Shane Koyczan (Link posted to Moodle)

10/16: James Baldwin's Short Stories and Essays

- ✓ **Read:** "Sonny's Blues" by James Baldwin (Posted to Moodle)
- ✓ **Read:** "The Outing" by James Baldwin (Posted to Moodle)
- ✓ **Read:** "James Baldwin Essays" document (Posted to Moodle)

10/21: The Vietnam War and Its Veterans

- ✓ **Read:** "The Things They Carried" by Tim O'Brien (Posted to Moodle)
- ✓ **Read:** "Yusef Komunyakaa Poems" document (Posted to Moodle)
- ✓ **Listen:** "Blowin' in the Wind" by Bob Dylan (Link posted to Moodle)
- ✓ **Listen:** "With God on Our Side" performed by Joan Baez (Link posted to Moodle)
- ✓ **Listen:** "War" performed by Edwin Starr (Link posted to Moodle)
- ✓ **Listen:** "Born in the U.S.A." by Bruce Springsteen (Link posted to Moodle)

10/23: African American History, Community, and Justice

- ✓ **Read:** *A Gathering of Old Men* pp. 3-82

10/28: African American History, Community, and Justice (continued)

- ✓ **Read:** *A Gathering of Old Men* pp. 83-122

10/30: African American History, Community, and Justice (continued)

- ✓ **Read:** *A Gathering of Old Men* pp. 123-183

11/4: African American History, Community, and Justice (continued)

- ✓ **Read:** *A Gathering of Old Men* pp. 184-214

11/6: Contemporary Native American and Latino/a Literature

- ✓ **Read:** "Sherman Alexie Stories and Poems" document (Posted to Moodle)
- ✓ **Read:** "Martín Espada Poems" document (Posted to Moodle)

11/11: Migrant Labor and Immigration Justice

- ✓ **Read:** *Under the Feet of Jesus* pp. 3-90
- ✓ **Write:** Your informal proposal for your ENG 355 research paper should be e-mailed to me on or before class time on 11/11.

11/13: Migrant Labor and Immigration Justice (continued)

- ✓ **Read:** *Under the Feet of Jesus* pp. 93-156

11/18: Migrant Labor and Immigration Justice (continued)

- ✓ **Read:** *Under the Feet of Jesus* pp. 159-176

11/20: Education, Music, and Justice

- ✓ **Read:** "Recitatif" by Toni Morrison (Posted to Moodle)
- ✓ **Listen:** "Changes" & "Keep Ya Head Up" by Tupac Shakur (Links posted to Moodle)
- ✓ **Listen:** "Lost Ones," "Superstar," & "Final Hour" by Lauryn Hill (Links posted to Moodle)

11/25: Education, Music, and Justice (continued)

- ✓ **Watch:** *Freedom Writers* (Class viewing time TBA)
- ✓ **Listen:** "The People" by Common (Link posted to Moodle)
- ✓ **Listen:** "The Show Goes On" & "All Black Everything" by Lupe Fiasco (Links posted to Moodle)

Thanksgiving Break: November 26-30

12/2: Immigration and the Refugee Experience

- ✓ **Read:** "Li-Young Lee Poems" document (Posted to Moodle)
- ✓ **Review:** ENG 355 Final Exam Review Guide (Posted to Moodle)

FINAL EXAM: The final exam for this class is on Friday, December 5 from 2:30 to 4:30 PM.

- ✦ **Final Research Paper Due by 11 PM on December 6:** E-mail the final copy of your literary research paper to Dr. Akins Warfield on or before 11 PM on Saturday, December 6. **Please complete this paper early if you need to focus solely on studying during Exams Week.**