

# Core Curriculum Course Submission

Criteria: Humanities

## 1. General Information

<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Allison Merrick	axmerrick@ualr.edu	(501)569-3312	04/04/2014
<b>e. College/School</b>	<b>f. Department/Program</b>		
College of Arts, Letters, & Sciences	Philosophy & Interdisciplinary Studies		

### Submission Statement

By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

### Chair and Dean Awareness

Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

## 2. Course Information

<b>a. Course ID</b>	<b>b. Current Title</b>
PHIL 2320	Ethics & Society

### c. Catalog Description

Study of selected texts reflecting a variety of ethical systems from Western and non-Western literary heritages and ethical traditions. Assigned works represent several national ethical literatures, with at least one major ethical text from each of four periods (antiquity, medieval, early modern, and contemporary). Three credit hours.

### d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?

The Chairperson of the Department of Philosophy and Interdisciplinary Studies mentors all new faculty to insure consistency among sections of required courses. Further, new faculty are given sample syllabi for the courses they will teach, which may be used as a guide in crafting their own courses. Syllabi for Ethics and Society are collected by the Chairperson each term and are reviewed for consistency of learning objectives and assignments.

As above noted the Chairperson of the Department of Philosophy and Interdisciplinary Studies will assume full responsibility for ensuring quality of the instruction, requiring consistency across sections, and mentoring new faculty.

Educational Goals	Learning Outcomes Students will ...	Learning Objectives At the end of the course students will be able to ...	Assignments	Explanation
<b>Knowledge 2 – Concepts, Methodologies, and the Global Heritage of the Arts</b>	1. understand foundational concepts and methods in a particular humanistic discipline;	<b>Learning Objectives 2.1</b> Demonstrate understanding of the central meta-ethical [e.g., relativism, subjectivism, emotivism] and normative, [e.g., contractarianism, utilitarianism, deontology, the ethics of care, and virtue ethics] views. Further, students should be able to apply such understanding by noting, particularly, the bearing such theories may have on contemporary issues or problems.	<b>Assignments 2.1</b>  class readings, discussion, and quizzes	<b>Explanation 2.1</b>  In addressing a course text, the students must be able to articulate and evaluate the claims made in the passage both verbally and in writing.
	2. understand cultural and historical contexts as they inform philosophical, literary, and other texts ;	<b>Learning Objectives 2.2</b> Appreciate the importance of cultural context for understanding a number of philosophical works from different times and different cultures in both western and non-western traditions.	<b>Assignments 2.2</b>  class readings, discussion, and quizzes	<b>Explanation 2.2</b>  The syllabus includes a broad range of philosophical texts from around the world, and from several historical periods. Discussions and quizzes encourage students to appreciate the historical context of such texts as well as their contemporary relevancy.
<b>Educational Goals</b>	<b>Learning Outcomes Students will ...</b>	<b>Learning Objectives At the end of the course students will be able to ...</b>	<b>Assignments</b>	<b>Explanation</b>

<b>Skills 1 – Communication</b>	1. read, analyze, and interpret philosophical, literary, and other texts, orally and in writing, using primary and secondary materials;	<b>Learning Objectives 1.1</b> interpret and analyze, both orally and in writing, ideas, moral issues, and values reflected in philosophical texts.	<b>Assignments 1.1</b> class readings, discussion, quizzes, and examinations	<b>Explanation 1.1</b> Class readings, discussions, quizzes and examinations enable students to work through complicated primary texts, to charitably reconstruct dense arguments, to construct thoughtful and accurate prose such that they may be able to think through a variety of philosophical issues on their own.
<b>Educational Goals</b>	<b>Learning Outcomes Students will ...</b>	<b>Learning Objectives At the end of the course students will be able to ...</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 2 – Critical Thinking</b>	1. assess, analyze, and synthesize the views, theories, and beliefs presented in philosophical, literary, and other texts;	<b>Learning Objectives 2.1</b> analyze a text from a variety of perspectives, compare and contrast those texts to each other, and synthesize conclusions about them.	<b>Assignments 2.1</b> class readings, discussion, quizzes, and examinations	<b>Explanation 2.1</b> Class readings, discussions, quizzes and examinations ask students to explain and evaluate the claims made in a particular philosophical text both verbally and in writing.
	2. determine and gather relevant primary and secondary sources for the assessment, analysis, and synthesis of ideas presented in philosophical, literary, and other texts;	<b>Learning Objectives 2.2</b> write a well-developed essay, using secondary sources, and critically evaluate a particular argument.	<b>Assignments 2.2</b> Research paper	<b>Explanation 2.2</b> Students develop and use these skills in order to complete a term paper.
	3. explore one's own identity and values in relation to texts and their intellectual, aesthetic, and cultural contexts;	<b>Learning Objectives 2.3</b> analyze a number of ethical theories and compare such perspectives with their own.	<b>Assignments 2.3</b> Reflection paper, discussion	<b>Explanation 2.3</b> Papers and discussions enable students to accurately reconstruct a philosopher's argument and to critically evaluate such a position, such that they might be able to better

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<b>Skills 3 – Information Technology</b>	1. understand and use a range of past and current technologies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b>  use word processing for written work; they will use e-mail for their correspondence, and basic techniques of internet and library research to locate information.	<b>Assignments 3.1</b>  Research paper, communication with instructor via e-mail	<b>Explanation 3.1</b>  Both the research paper and communication with instructor via e-mail will require computer literacy. Many of our sections are Blackboard enhanced course so here too the students will gain important computer literacy skills.
	2. assess the reliability and relevance of information resources;	<b>Learning Objectives 3.2</b>  identify, find, and use information appropriate for a philosophical analysis of a text	<b>Assignments 3.2</b>  research paper	<b>Explanation 3.2</b>  The research paper requires the use of appropriate outside sources.
<b>Educational Goals</b>	<b>Learning Outcomes Students will ...</b>	<b>Learning Objectives At the end of the course students will be able to ...</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Ethical and Personal Responsibility</b>	1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b>  use appropriate documentation to acknowledge outside resources used in their writing	<b>Assignments 1.1</b>  Research paper, quizzes, examinations	<b>Explanation 1.1</b>  In each section the instructor discusses what constitutes plagiarism, and offers guidelines for proper documentation of source materials.
	2. understand the ethical implications of philosophical, literary, or other texts and their interpretations;	<b>Learning Objectives 1.2</b>  interpret and analyze, both orally and in writing, the ideas, moral issues, moral theories and values reflected in philosophical texts	<b>Assignments 1.2</b>  class readings, discussion, research paper	<b>Explanation 1.2</b>  Readings, discussions and papers for such a course generally involve at least some of the questions: what is the right course of action? What reasons are there in support of this course of

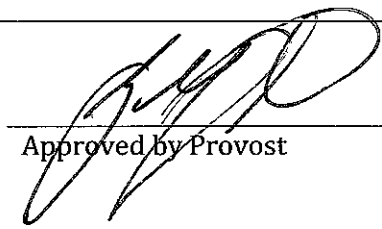
				<p>action rather than another?          What makes this particular course of action better than the alternatives? What reasons might those that oppose your position offer?</p>
<b>Educational Goals</b>	<b>Learning Outcomes Students will ...</b>	<b>Learning Objectives At the end of the course students will be able to ...</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. understand the use of a humanistic perspective in developing a sense of civic responsibility;	<b>Learning Objectives 2.1</b> analyze a broad survey of philosophical texts from different times and different cultures in both western and non-western traditions.	<b>Assignments 2.1</b> class readings, discussion	<b>Explanation 2.1</b> Class readings and discussions prompt students to reflect on what duties and responsibilities they have as a member of a community

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Value 3- Global and cultural Understanding	1. understand the importance of the experiences of a diverse range of people as expressed in philosophical, literary or other texts;	<b>Learning Objectives 3.1</b>  analyze the ways in which ideas and values depicted in philosophical works from other times and cultures interact with or contrast with those of American culture or the culture of the students' countries of origin.	<b>Assignments 3.1</b>  class readings, discussion, research papers	<b>Explanation 3.1</b>  The broad range of readings and research paper topics will emphasize both the diversity and consistencies of the human experience.
	2. respect diverse viewpoints about the meanings and values of human experiences.	<b>Learning Objectives 3.2</b>  analyze the ways in which ideas and values depicted in philosophical works from other times and cultures interact with or contrast with those of American culture or the culture of the students' countries of origin.	<b>Assignments 3.2</b>  class readings, discussion, research papers	<b>Explanation 3.2</b>  Reading about different cultures and times, how ideas differ according to those cultures and times, helps students to understand the importance of ideas and values held by others.

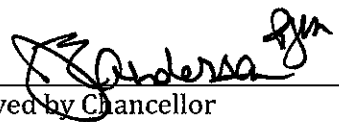
**Additional Comments**

Belinda Blewins-Knoble  
Approved by Core Curriculum Committee

5-10-14  
Date

  
Approved by Provost

5/7/2014  
Date

  
Approved by Chancellor

5/8/14  
Date