Request Form for General Education Certification:

Humanities Requirement: (Please include a syllabus)

Faculty Member(s): Todd Grantham
Course Number: PHIL 105

Course Name: Contemporary Moral Issues

This Course is currently Listed in the Undergraduate Catalog  Yes___  No_X___
(If your answer is "No", please explain the status with the curriculum committee)  _Simultaneously submitting request to add this new course._

Department of faculty member(s): Philosophy

Course Description:

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.
   The primary purpose of this course is to examine ethical issues that arise in modern culture.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.
   This course will examine a variety of ethical arguments about contemporary issues, and so will deal with how ethical ideas are represented, how arguments are interpreted, and the values expressed in these arguments.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).
   Students will read philosophical essays about contemporary moral issues. Although the readings will vary from section to section, each section will include substantive philosophical essays (the kinds of articles published in applied ethics journals). Typically, the course will include "modern classics" - essays that have sparked significant debate in philosophy - and so are properly regarded as "primary sources."

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).
   The course will include at least one paper in which the student interprets and critically assesses a substantive philosophical argument.
II. **Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome**

**Assignment:** Write a 5-7 page paper providing a detailed and critical assessment of one of the articles we have read in this course. (a) Explain one of the author’s primary arguments. (b) Explicitly discuss at least one major objection to the argument. (c) Does this objection provide strong reasons to undermine or reject the author’s claim? Why/why not? Remember, your paper should explain and defend your own personal assessment of the argument, while recognizing possible objections to both your position and the author’s position.

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations</strong></td>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
<td>Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.</td>
<td>Interpretation clearly moves beyond description but is less than comprehensive.</td>
<td>Interpretation clearly moves beyond description and takes into account the complexities of the topic.</td>
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<td><strong>Approaches Expectations</strong></td>
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<tr>
<td><strong>Meets expectations</strong></td>
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<tr>
<td><strong>Exceeds Expectations</strong></td>
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<table>
<thead>
<tr>
<th>WRITING</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Does not meet expectations</strong></td>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
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<tr>
<td><strong>Approaches Expectations</strong></td>
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<tr>
<td><strong>Meets expectations</strong></td>
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<tr>
<td><strong>Exceeds Expectations</strong></td>
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</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

**Use of Primary Sources/Disciplinary Methods**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
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<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
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III. SYLLABUS REQUIREMENT

Syllabi should include the following:

"General Education Student Learning Outcomes" section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

General Education Student Learning Outcomes

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS....it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 3/14/15

2. Signature of Academic Dean:

   [Signature]
   Date: 3/12/15

3. Signature of Provost:

   [Signature]
   Date: 1/12/16
   OK for Committee to review

4. Signature of Committee on General Education Chair:

   [Signature]
   Date: 1/26/16

5. Signature of Faculty Senate Secretary:

   [Signature]
   Date: __________________

Date Approved by Faculty Senate: __________________
PHIL 105: Contemporary Moral Problems
(Model Syllabus)

Professor:
Office:
Phone:
Email:
Hours:

Course Description
This course is designed to encourage students to think carefully about some of the most hotly contested social and moral problems facing us today. From abortion and euthanasia to animal rights and distributive justice, we will consider both the salient scientific data as well as the most common philosophical arguments on both sides of the topics under consideration. The goal throughout will be to focus on the interplay between science, moral philosophy, and public policy so that students can develop nuanced and informed opinions of their own about some of our most pressing applied ethical issues.

Course Objectives
Help students a) gain an understanding of the variety of answers that have been given to the issues mentioned above, b) gain an appreciation of some historical and contemporary philosophical texts, c) hone their skill in identifying and evaluating arguments, and d) improve their ability to both think and write clearly and critically.

General Education Student Learning Outcomes
- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These will be assessed in the paper.

Text
2. On-line material and in-class handouts.

Assignments
Because reading philosophy is often very challenging, I highly recommend that you read all of the assignments at least twice (once quickly and once carefully) before the lecture on that assignment. By reading the assignment before class, you will be in a better position to both understand the lecture and participate in the discussions.

Course Assignments and Grading
- One 5-7 page paper (25%)
- Two Essay Exams (25% each)
- Class participation (25%)
- Final Grades will be assessed using the following scale:
  - A 93-100
  - A- 90-92
  - B+ 87-89
  - B 83-86
  - B- 80-82
  - C+ 77-79
  - C 73-76
  - C- 70-72
  - D+ 67-69
  - D 63-66
  - D- 60-62
  - F 0-59
Attendance, Class Participation, and General Student Responsibilities

Regular attendance and participation in discussion are required to pass the course. You must come to class prepared to contribute to discussion. Preparation for and participation in discussions are part of the course requirements. Recording observations, criticisms, and questions as you read is an excellent way to prepare. Written responses to weekly discussion questions will count as part of your participation assessment. Students are also expected to be on time since late arrivals are disruptive and inconsiderate to both the instructor and fellow students. Leaving class early is equally disruptive. So, students who need to leave early should notify the instructor at the beginning of class, and sit where it will minimize disturbance. Likewise, all electronic devices (e.g., cellular telephones, pagers, etc.) must be out of operation during class.

Academic Honesty

Students are expected to do their own work. Work submitted in fulfillment of academic assignments and provided on examinations is expected to be original, by the student submitting it, and for the course. Collaboration must be noted in writing and requires the consent of the professor. Normally, a paper may be submitted in fulfillment of an assignment in only one course. Exceptions require permission from the instructors. Violations of the standards include cheating and plagiarism. Academic dishonesty may result in an “F” in the course or other additional disciplinary actions. For clarification and details of the official College statement on cheating and plagiarism, please see the Dickinson Writing Program’s website:
www.dickinson.edu/departments/writing/plagiarism.html

Students with Disabilities

I will make reasonable academic accommodations for students with documented disabilities. If you think you need such accommodation, please first register with Disability Services in Biddle House (245-1080; disabilitieservices@dickinson.edu). If you are eligible, Marni Jones will provide you with a letter attesting to that. Once you have that letter, we can meet to discuss what we need to do. All of that must happen in the first three weeks of the semester.

Web Resources

During the course of the semester students may be expected to download and/or print out on-line course materials. I have also created a dedicated blog for the course which can be found here:
http://agencyandresponsibility.typepad.com/ethics/
Your participation grade will be partly based on your occasionally contributing to the discussions on the blog.

Course Schedule

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<thead>
<tr>
<th>January:</th>
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<th>February:</th>
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<tr>
<td>M 23rd</td>
<td>General Introduction to Class &amp; Informal Discussion: What are Moral Intuitions</td>
<td>R 2nd</td>
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<tr>
<td>R 26th</td>
<td>*No Class</td>
<td>M 6th</td>
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<tr>
<td>M 30th</td>
<td>Informal Discussion: The Morality of War</td>
<td>R 9th</td>
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<td>M 13th</td>
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<td>R 16th</td>
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<td>R 23rd</td>
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<td>M 27th</td>
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<td>March:</td>
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R 1st  The Case for Animal Rights: Regan
M 5th  Informal Discussion: World Hunger
R 8th  Famine, Affluence, and Morality: Singer
M 12th  *Spring Break
R 15th  *Spring Break
M 19th  *Review Exam #1
R 22nd  *Exam #1
M 26th  Licensing Parents: LaFollette
R 29th  Against Same Sex Marriage: Jeff Jordan [Guest lecture]

April:
M 2nd  Against Smoking: Robert Goodin
R 5th  Class Cancelled
M 9th  The Death Penalty: Nathanson
R 12th  Racial Profiling: Levin
M 16th  Torture Warrants: Derschowitz
R 19th  Informal Discussion: The Distribution of Wealth
M 23rd  Justice as Fairness: Rawls (on-line reading and handout)
R 26th  Redistribution and Entitlement: Nozick
M 30th  *Review Exam #2

May:
R 3rd  *Exam #2

Your paper is due by the end of the scheduled final exam period: Tuesday May 8th (2:00pm-5:00pm).

THE SCHEDULE AND CONTENT OF THIS COURSE ARE SUBJECT TO REVISION.