



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

USD	Joseph Tinguely	<i>Michael Kruger</i>	9/14/17
Institution	Form Initiator	Dean’s Approval Signature	Date
USD	Arts & Sciences / History	<i>Elizabeth M. Freeburg</i>	10/2/2017
Institution	Division/Department	Institutional Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

 X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

 Revision to an approved course
 X Addition of a course to the set of approved courses
 Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

To include PHIL 240: Introduction to Ethics, Law, and Society as an option in meeting SGR Goal #4.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2018

Section 3. Provide a Detailed Reason for the Proposed Change

PHIL 240: Introduction to Ethics, Law, and Society, will increase opportunities for undergraduates to achieve a deeper understanding of human experience, including fundamental questions of responsibility and community. It will thus help provide an important resource, linked to other course offerings from across the College, particularly in humanities and social sciences. It is also designed as a point of entry to the new Degree Specialization in Ethics, Law, and Society.

PHIL 240 is intended as an entry point into the philosophy program (alongside PHIL 100: Intro to Philosophy and PHIL 220: Intro to Ethics, both of which are designated as meeting SGR #4). The proposed change would include PHIL 240 help to meet the demand for introductory philosophy courses in a way better tailored to the variety of student interests and the overall program trajectory.

GOAL #4 of the System Gen-Ed Requirements is for students to understand the diversity and complexity of the human experience through study of the arts and humanities. By surveying the way cultural values related to ethics and law are institutionalized in various political systems, PHIL 240 meets the required Student Learning Outcomes #1 (Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience) and #2 (Identify and explain basic concepts of the selected disciplines within the arts and humanities). Reliance on primary literature (e.g., the works of Hobbes and Locke in their original form or Rousseau and Aristotle in translation) requires students to satisfy SLO #5 (Explain and interpret formal and stylistic elements of the literary or fine arts).

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

GOAL #4: Provide clear evidence that the proposed modification will address the specified goals and student learning outcomes

The two assessment methods for this course are *daily reading quizzes* and *three major tests*. These will foster learning outcomes 1, 2, and 3 both through focused, regular practice and through cumulative, synthetic work. (Although they are not formally assessed, *daily exam drafts* and in-class discussion will also help bring about these results.)

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience	<i>Daily assignments and three tests.</i>
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.	<i>Daily assignments and three tests.</i>

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines with the arts and humanities.	<i>Daily reading quizzes and three tests.</i>
5. Explain and interpret formal and stylistic elements of the literary or fine arts.	<i>Daily reading quizzes and three tests.</i>

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See Attached.

Introduction to Ethics, Law, and Society

PHIL 240
Joe Tinguely
Fall 2018
Tuesday-Thursday
9:30-10:45
joseph.tinguely@usd.edu
East #313

Instructor:

Office: East Hall #305
Office phone: 605-677-5218
email:

Office Hours: Tue/Thrs 3:30-4:30

Course Description:

This class prepares students for the serious study of moral, political, and legal philosophy covered in upper division courses by demonstrating their grounding in and relevance for understanding the social, political, and legal implications of competing moral worldviews. Particular emphasis is placed upon the connection between personal and civic responsibility.

Course Reading Materials

There is an assigned set of readings for each day of class discussion. The majority of reading materials are available and distributed through *D2L* on the “Content” page under the heading “Readings”.

There is, however, one volume in particular we will frequently use, a hard copy of which you should acquire.

Books for Purchase::

- Michael Sandel, *Justice: A Reader* (Oxford, 2007)
ISBN: 9780195335125

Copies of this title are available at the USD bookstore, but relatively cheap and easily attainable copies can also be found online. However, everyone should acquire the edition listed above.

Be sure to bring the assigned text to class each day.

On two occasions we will be viewing a film rather than reading a selection. Those videos are on reserve at the library, and viewing room #203 in the library has been reserved from 8-10pm the evening prior.

Daily Reading Assignments

A calendar of readings corresponding to each class day is listed at the end of syllabus and posted to d2l.

Class Format

Time in class is a combination of recitation (comments and questions guided by the instructor) and open class discussion. All class activities require you to have read and reflected on the day’s assignment prior to class.

Class Evaluation and the IDEA surveys:

In terms of the rubric established by the IDEA surveys, the following objectives are:

Essential:

- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- Developing a clearer understanding of, and commitment to, personal values

Important:

Daily Assignments

A calendar of assignments corresponding to each class day is listed at the end of syllabus and posted to d2l. The assignments listed for any given class period are to be completed *prior* to the class meeting.

Daily Quizzes

Each class begins at the top of the hour with a short, 5 pt. quiz over the assigned material. Since quizzes occur prior to class discussion, they are not meant to test your comprehension or philosophical acumen but rather to gauge your participation and preparation.

“Tough Love” on the daily quizzes.

Tough: The grades on these quizzes are meant to reflect your having come to class prepared and on times. For that reason quizzes ***cannot be made up if a student is late or has an unexcused absence.***

Love: The daily quizzes are open book and open note. If you have read the material ahead of time, and you don't immediately recall the answer, you should be familiar enough with the text that you can locate it quickly. The quizzes are timed, which means if you aren't familiar enough with the text to know where to go for the answer, you won't have time to find it. You may use any notes you have taken on the quizzes. You may not, however, use anyone else's books or notes. Also, there are 6 questions on each quiz but they are graded out of 5 points, which means you can get one wrong each time and still get 100%. So there is no need to stress or obsess over any one question. You can get one or two wrong every now and then and you'll still be just fine. Three or four wrong on a regular basis, and you'll find yourself in trouble. Simply do the assignment prior to class, and you'll do well. (You cannot exceed 100% on any given quiz.)

In addition, there are a total of 22 quizzes of 5 points each (for a total of 110 points) but the total score is calculated out of 100. That means, in effect, you can get 1 or 2 wrong on every single quiz and still get 100% or, alternatively, you can have two unexcused absences and still end up with 100%. You cannot, however, have two unexcused absences and get two wrong on every quiz and still end up with 100%

Exams

There are three essay exams, one at the end of each unit of the course. The exam questions are posted to d2l. The exams are closed-note and closed-book.

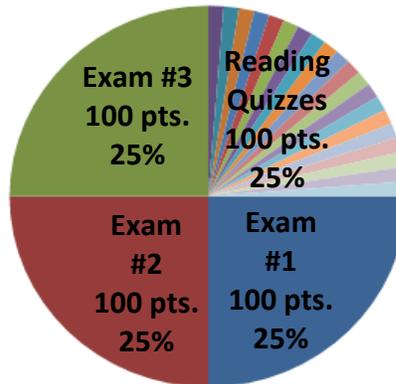
Evaluation

A running tally of the current grade posted within the grade page of d2l.

Graded Assignments

Daily Reading Quizzes	100 pts
Exam #1	100 pts
Exam #2	100 pts
Exam #3	100 pts
Total	400 pts

Weighting of Assignments



Final Grade Scale

Points	Percent	Grade
400 - 360	100 - 90	A
359 - 320	89 - 80	B
319 - 280	79 - 70	C
279 - 240	69 - 60	D
239 - 0	59 - 0	F

* There are 22 quizzes of 6 questions worth 5 points each. There is a max score of 5 points on each quiz. There is a max score of 100 points total on the quizzes combined. (*The scoring on the last four items on d2l gets a little unusual in order to make the math work out.*)

Attendance and Participation

It is expected that you attend and participate in each class, having done the assignment ahead of time. The daily quizzes are the primary mechanism for measuring and rewarding attendance and preparation. In addition to losing points on missed quizzes, the following attendance policies are in effect:

Chronic Absentee Policy

1. Any more than 4 unexcused absences results in the automatic reduction of one letter grade from the semester total.
2. Any more than 7 unexcused absences results in the automatic reduction of two letter grades from the semester total.
3. 10 or more unexcused absences causes student to be automatically dropped from the course.

Holiday or Long Weekend Attendance Policy

There is an additional 5 point deduction for absences on class periods adjacent to a holiday or other class break.

University of South Dakota and Board of Regents Directives:

(1) Academic Integrity

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.

- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

(2) Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

(3) Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

(5) Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

1. Class Introduction: *Why Ethics, or Law, or Society?*

Tuesday, August 23

Our present condition: discontent with ethics, and laws, and society
Discussion of Freud, "Chapter III" of *Civilization and its Discontents* (pp 67-76)
Syllabus, class policies, assignments, etc.

Unit 1: Cynicism and Social Contract

2. Ancient Cynicism

Tuesday, August 30

Reading:

- BBC 4 Radio Program, “In our Time”, episode on “Cynicism” (.mp3 on d21)
<http://www.bbc.co.uk/programmes/p003k9js>
- William Desmond, *Cynics*, selections (.pdf on d21)

3. Locke, State of Nature

Tuesday, September 6

Readings:

- Locke, “State of Nature”, Chapter II of *Second Treatise* (pp 84-7 of *Reader*)
- Locke, “State of War”, Chapter III of *Second Treatise* (pp 87-9 of *Reader*)
- BBC 4, “In Our Time” episode on “*The Social Contract*” (.mp3 on d21)
 - <http://www.bbc.co.uk/programmes/b008w3xm>

4. Social Contract Theories: Locke on Property

Tuesday, October 4

Readings:

- Locke, selections from *Second Treatise on Government*
 - Read Chapters V. “Of Property” (pp 90-6 of *Reader*)
- BBC World Service “A History of Political Thought” (Locke on Political Theory and Property)
<http://bbc.in/1U1aqYV> (link on d21)

5. Social Contract Theories: Locke

Thursday, September 29

Readings:

- Locke, selections from *Second Treatise on Government*
 - Read Chapters VII, VIII, and IX (pp 96-110 of *Reader*)
- BBC World Service “A History of Political Thought” (Locke on Political Theory and Property)
<http://bbc.in/1U1aqYV> (link on d21)

6. The State of Nature: Hobbes (modern cynic)

Tuesday, September 13

Reading:

- Hobbes, “Chapter XIII—The Natural Condition of Mankind” in *Leviathan*, (.doc on d21)
- BBC 4, “In Our Time” episode on “Hobbes” (.mp3 on d21)
<http://www.bbc.co.uk/programmes/p003k911>

7. Social Contract Theories: Hobbes

Thursday, October 6

Readings:

- Hobbes, *Leviathan* (selections) (.doc on d21)
 - Read approximately first half
General Education Revision Form (last revised 02/2007)

8. Social Contract Theories: Hobbes

Thursday, October 6

Readings:

- Hobbes, *Leviathan* (selections) (.doc on d2l)
 - Read approximately first half

9. Social Contract Theories: Rousseau, the forces that bind

External Compulsion vs. Internal Consent

Tuesday, September 27

Reading:

- Rousseau, *Social Contract* (Bk 1, Chapters 1-6)
- Ring of Gyges, Plato *Republic* Book II 358-361

10. Rousseau's State of Nature

Moral Psychology of Voluntary Submission, expanded/changed self-conception

Thursday, September 22

Reading:

- Rousseau on Voluntary Submission (.doc on d2l)

11. Rousseau's Challenge: Change of Human Nature

Moral Psychology of Voluntary Submission, expanded/changed self-conception

Thursday, September 22

Reading:

- Rousseau, selections on self-love from the *Discourse on Inequality* (.doc on d2l)

12. Rousseau and the General Will

Tuesday, October 18

Readings:

- Choose new reading, probably *Social Contract* rest of Bk 1 and Bk 2.
- BBC 4, "In Our Time" episode on "*The Social Contract*" (.mp3 on d2l)
<http://www.bbc.co.uk/programmes/b008w3xm>

13. In Class Exam #1

Tuesday, September 20

Unit 3: Liberalism

14. Rawls: The Problems of Self-Preference and States of Ignorance

Thursday, October 20

Readings:

Rawls, selection on the "Original Position" from

- *Theory of Justice* (pp 203-9 of *Reader*, up to "Classical Utilitarianism")
- "Veil of Ignorance" (pp 219-21 of *Reader*)
- *Justice as Fairness*, selection on the "Original Position" (.pdf on d2l)

Optional/Recommended:

- Mulhall and Swift, "Rawls's original position" (esp. pp 3-7) (.pdf on d2l)

15. Formal Equality (Non-Discrimination)

Tuesday, October 25

Readings:

- Brown vs. the Board of Education (.doc on d2l)
- Plessy vs. Fergusson (.doc on d2l)

16. Libertarianism: Formal Equality = Freedom = Justice

Thursday, October 27

Readings:

- Milton and Rose Friedman, “Free to Choose”; first two sections “Created Equal” and “Equal before God” (pp 49-51 of *Reader*)
- Friedrich Hayek, “The Constitution of Liberty” (pp 73-82 of *Reader*)

Optional/Recommended:

- Nozick, selections from *Anarchy, State, and Utopia* (pp 60-73 of *Reader*)
(between this class and the next one, familiarize yourself with Nozick’s position)

17. Libertarianism: Formal Equality = Freedom = Justice

Tuesday, November 1

Readings:

- Milton and Rose Friedman, “Free to Choose” (pp 49-60 of *Reader*)

Optional/Recommended:

- Nozick, selections from *Anarchy, State, and Utopia* (pp 60-73 of *Reader*)
(between this class and the previous one, familiarize yourself with Nozick’s position)

18. Equal Opportunity: Social and Historical Injustice

Thursday, November 3

Readings:

“Affirmative Action” (essays by Bernstein, Dworkin, and Morely in *Reader*)

- Bernstein (pp 237-40)
- Dworkin (pp 249-55)
- Morely (pp 256-61)

19. Meritocracy and Ideology

Tuesday, November 8

Readings:

- Frank, “Myth of Meritocracy” (.pdf on d2l)
- Rosenberg, “Free Markets and the Myth of Earned Inequalities” (.doc on d2l)
- On the Media episode on “Meritocracy, Mobility, and Inequality” (.mp3 on d2l)
 - <http://www.wnyc.org/story/rags-riches/>
- Review pp. 78-81 of Hayek

20. Problem #2: Birth Lottery

Thursday, November 10

Readings:

- Rawls, selection on arbitrariness of the birth lottery from *ToJ* (.pdf on d2l)
- Nussbaum, “Unsolved Problems of Justice” (.pdf on d2l)
(focus on the first problem, Disability, skimming pp 19-22)

21. Rawls: The Difference Principle

Tuesday, November 15

Readings:

Rawls, selection on the “The Difference Principle” from

- *Theory of Justice* (pp 214-19 of *Reader*)
- *Justice as Fairness* (.pdf on d2l)

Optional/Recommended:

- Mulhall and Swift, “Rawls’s original position” (esp. pp 3-9) (.pdf on d2l)

22. In Class Exam #2

Thursday, November 17

Unit 3: Communitarian Critiques of Liberalism

27. Aristotle and the Social Self

Tuesday, November 22

Readings:

- Aristotle, *Politics*, Book I, Chapters 1-3 (pp 264-266 of *Reader*)

Optional/Recommended:

- Mulhall and Swift, “MacIntyre: morality after virtue” (.pdf on d2l)

***NB: No class on Thanksgiving, Thursday, November 24**

28. Socially Embedded Selves

Tuesday, November 29

Readings:

- MacIntyre, “After Virtue” (pp 315-328 of *Reader*)

Optional/Recommended:

- Mulhall and Swift, “MacIntyre: morality after virtue” (.pdf on d2l)

29. Limits of Liberalism

Tuesday, November 29

Readings:

- Sandel, “Democracy’s Discontent” (pp 328-334 of *Reader*)

Optional/Recommended:

- Mulhall and Swift, “Sandel: the limits of liberalism” (.pdf on d2l)

30. Justice in Context

Tuesday, December 6

Readings:

- Walzer, “Spheres of Justice” (pp 335-342 of *Reader*)

Optional/Recommended:

- Mulhall and Swift, “Walzer: Justice and Abstraction” (.pdf on d2l)

Finals: In Class Exam #3

FINALS WEEK, Thursday December 8 – Wednesday December 14