

Educational Policies Committee

Course Proposal Form

Date: 11/8/12

Submit **Twenty-four Copies** of this form with **Attachments** to the chair, Educational Policies Committee. The **Registrar** must assign a tentative number to the course.

Department: Rel/Phil Proposed course number: PHL 2016

Course Title: Family Ethics (Service Learning)

Prerequisites: None

Course Description : (Please use the format of the current catalog.)

This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. The course has a Service Learning component.

Please answer the following:

Semester Credit Hours: 4 Graded or Non Graded: Graded x

Course will be offered?: Fall Spring Alternate Years Beginning?

Will this course be offered in the Evening? Yes No Do not know .

This course is designed to be: (check all appropriate lines):

- | | |
|---|--|
| <input type="checkbox"/> a course to satisfy the University Core Requirement in <u>Ethics</u> | <input type="checkbox"/> a Special Topics Course |
| <input type="checkbox"/> a required course in the major | <input type="checkbox"/> an Honors course |
| <input type="checkbox"/> an elective for majors | <input type="checkbox"/> an UR/CW course (UR/CW) |
| <input type="checkbox"/> an experiential learning course (EL) | <input type="checkbox"/> a Global Studies course (GBS) |
| <input type="checkbox"/> a general elective for majors and non majors | <input checked="" type="checkbox"/> a service learning course (SL) |
| <input type="checkbox"/> an information literacy (technology infused) course | <input type="checkbox"/> new course |
| <input type="checkbox"/> existing course: | |
| <input type="checkbox"/> combination of previous courses: | |
| <input type="checkbox"/> meets Area I requirement | <input type="checkbox"/> meets Area II requirement |

The following should be attached:

(1) **Rationale** for the course: (a) How it **supports** the program. (b) If your course appears similar to other departments' offerings at HPU, how is your course **unique**? (c) **Similarity** or **uniqueness** relative to courses at other institutions?

This is an existing course that is adding a Service Learning component. The Service Learning experience will enable students to see more concretely how the course reading material can be applied to actual families. In particular, I hope that the SL component will demonstrate to students how oppressive systems, such as racism, classism, and sexism, can impact members of families, and, indeed, our very understanding of what a family is.

(2) Do your attachments mention any **related changes**, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are **significantly revising a major**, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.

(3) **Expenditures**: If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically require significant increases in library resources, please also consult with the Director of Library Services. **EPC approval of the proposal does not guarantee budgetary approval.**

(4) If the changes affect other department(s), include the **signed EPC Departmental Consultation form(s)** in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A **thorough syllabus** including:

- Course description
- course objectives (specific and clear)
- course texts and other reading requirements
- writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
- special projects, research, etc. required
- grading scale and % of grade from each assigned area
- instructional facilities other than classroom/lab
- a tentative week-by-week list of course topics

| | | | |
|-----------------|--|-------|--|
| Approved | | Date: | |
|-----------------|--|-------|--|

Department Chair

| | | | |
|-----------------|--|------|--|
| Reviewed | | Date | |
|-----------------|--|------|--|

Dean of your School/College

| | | | |
|-----------------|--|------|--|
| Reviewed | | Date | |
|-----------------|--|------|--|

Vice President for Academic Affairs

FAMILY ETHICS (Service Learning)
PHL 2016
T/Th 11:30-1:00pm

Dr. Elizabeth Lee
alee@highpoint.edu
Commerce 318-E

Office hours: T/Th 9:45-11:00am
M/W 1:30-2:15pm
Other times by appointment

Welcome! This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. We examine a number of ethical issues that can arise in familial relationships (parent-child, marital, and other relationships), as well as the role that cultures and governments can play in supporting and defining the family as an institution.

Many of the topics we cover will relate directly to your own experiences of being in a family. Other topics will be more difficult to relate to. It my hope that, as a class, we can move beyond our own experiences and thoughtfully consider the experiences of other families, both worldwide and in our own community. We will examine how one's gender, race, and class can affect one's experiences within a family, and we will consider how broader social problems, such as war, poverty, and women's oppression impact members of families. This course asks you both to examine your own experiences and hopes as a member of a family and to broaden your perspective to consider issues that may not affect you directly.

We cover a broad range of topics in this class, but there are many other topics that we do not. There are two days set aside towards the end of the semester for which there are not yet topics. We will decide as a class what to discuss on those days. This is a chance for you to take an active role in shaping the course and to discuss issues that you find important and interesting.

I look forward to learning with you and getting to know you. If at any point in the semester you have questions or concerns, please contact me. I am happy to meet with you to discuss the course.

******This course has a service-learning component!******

All students in the course are required to spend 25 hours in service to the organization with which they are paired in the course. Before beginning your service hours, you will be introduced to representatives of the organizations, receive an orientation to service learning as a pedagogy, agree to the Service Learning Code of Professional and Ethical Behavior, and sign a Partnership Agreement. You must begin your service learning experience by **Week 3**.

All students in the course will be required to abide by the policies set forth by the HPU Service Learning Program in its Service Learning Code of Professional and Ethical Behavior and Partnership Agreement. Failure to abide by these policies will be treated as a breach of the University's Honor Code and you may be referred to the Honor Council for punishment. You

are expected to take the initiative to complete your required service hours and you are responsible for the penalties to your grade if you do not complete the hours. Service learning is not an internship or simply volunteering – it is a pedagogical model that will deepen your understanding of the course material by exposing you first-hand to the ethical issues we discuss in class. You will perform service work that aids our local community and that service work will advance your thinking about ethics and education.

Our community partners this semester are:
YWCA Teen Mom Program

The Service Learning Community Liaison working with our class is:

Student Learning Goals

Upon successful completion of the course, students should be able to:

-Identify and explain ethical issues that can arise within families from their own experiences, from course examples, and from the Service Learning experience

Evaluate these issues that can arise in families by drawing from the ethical theories taught in class (utilitarianism, Kant's ethics, and virtue ethics).

-Begin to articulate how religious, political, and social contexts affect family life by
a) reading and discussing texts on these issues
b) becoming actively engaged in the local community, interacting with families in that community, and reflecting on those experiences

-Articulate, verbally and in writing, one's position on issues related to family ethics clearly and responsibly

-Develop communication and social skills through working with community partners that will enable students to interact with diverse populations

Required books

--*Half the Sky*, Kristoff and WuDunn

--*Introducing Ethics for the Here and Now*, Sterba

Other course material will be posted on Blackboard

Disability Accommodations

This course is designed to accommodate a range of abilities and learning-styles. Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Students' need for accommodations must be made at the beginning of the course. Accommodations are not retroactive.

Grading

--Attendance and Participation: 10%

It is important that you attend class regularly and come on time. High Point University does not excuse any student for being absent. Students who miss *three* class meetings will be placed on class attendance probation, and that information is placed into the student's permanent file. Students who miss *five* class meetings may be dropped from the course.

It is also important that you actively listen and participate in class discussions. In order to participate thoughtfully, you need to read carefully before class.

Small group discussions: At four points in the semester, we will hold formal 45-minute seminar-style discussions in groups of 10. These discussions allow greater student participation and require careful preparation. We will discuss the day's readings as well as your reflections on your service. More details, such as group assignments, in class.

--Pre-class response papers: 20%

Students will write a 300-400 word response before most class meetings. These responses should be posted on Blackboard **by midnight the night before class**. Papers will take three forms (the form each reflection should take is listed on the course schedule below):

TYPE 1: Reading reflection—1) summarize the reading 2) offer brief reactions to the reading 3) pose two questions for discussion

TYPE 2: Service-learning reflection—1) summarize the work you have been doing at your community partner 2) explain how a concept we have covered in the course applies or gives insight into your experiences

NOTE: There are 6 of these reflections throughout the semester. Students should also spread out their service work in order to have new experiences to reflect on each time.

TYPE 3: Special topics—Students will be given a special topic by the instructor. Topics may be related to the readings or to service work.

--Post-class response papers: 15%

Students will write a 200-250 word response to the day's class and discussion. Responses should be posted to Blackboard **by midnight the day of class**. Students will 1) Briefly summarize the discussion, 2) Offer their brief thoughts and opinions on the topic discussed

Grading for pre-class responses: Responses will be graded individually, with grades of A (95), B (85), C (75), D (65), or F (55).

Grading for post-class responses: Grading is based on the number of responses students do throughout the semester:

20 or more: A
17-19: B
14-16: C
10-13: D
Fewer than 10: F

--Tests (2): 20%

Students will have two closed-book tests, on _____ and _____.

--Final Exam: 20%

The final exam is cumulative and closed-book.

--Final paper/project 15%:

Students will work in groups of 3-4 to complete a final paper and presentation integrating the course material with their service work. These are formal presentations to be given to the class and the service-learning partners. We will spend time in class workshopping and practicing these presentations so that they are polished and professional. More details in class.

Policy on Late Work and Exams:

You are responsible for knowing the dates of the tests and when assignments are due, as indicated on the Course Schedule below. Late response papers will not be accepted. Students may not make up missed tests, except in cases of extremely extenuating circumstances, which must be fully documented by the student.

Grading Scale

| | | | |
|-----------|-----------|-----------|----------------|
| A: 93-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 |
| A- :90-92 | B: 83-86 | C: 73-76 | D: 66-66 |
| | B-: 80-82 | C-: 70-72 | D-: 60-62 |
| | | | F: 60 or below |

COURSE SCHEDULE

Note: Readings with a (B) are posted on Blackboard.

Week 1

Tuesday August 21: Introductions and review syllabus

Thursday August 23: What is family ethics?

Introduction of community partners and service-learning

Readings: "What is family ethics?" (B)

"Starfish Hurling and Community Service" (B)

Response paper type: 1

Week 2

Tuesday August 28: Defining the family

Readings: Goode, "Defining the Family" (B)
Eby, "Why Service-Learning is Bad" (B)

Response paper type: 1

Thursday August 30: How do we treat our family?

Readings: Friedman, "The Practice of Partiality" (B)

Response paper type: 3

Week 3

Tuesday September 4: Ethical theories: Utilitarianism

Readings: *Introducing Ethics*, Chapter 4, pp 51-63

Response paper type: 1

Thursday September 6: Ethical theories: Kantian Ethics

Readings: *Introducing Ethics*, Chapter 5, pp 65-76

Response paper type: 2 (This means you must have begun your service work by this point!!)

Week 4

Tuesday September 11: Ethical Theories: Aristotelian Ethics

Readings: *Introducing Ethics*, Chapter 6, pp 78-90

Response paper type: 1

Thursday September 13

TEST #1

Week 5

Tuesday September 18: Having children **SMALL GROUP DISCUSSION #1**

Readings: LaFollett, "Licensing Parents" (B)
Overall, "Think Before You Breed" (B)

Response paper type: 3

Thursday September 20: Parenting

Readings: Cabrera, "Fatherhood in the 21st Century" (B)
Roiphe, "In Defense of Single Motherhood" (B)

Response paper type: 1

Week 6

Tuesday September 25: Relationships and Divorce

Readings: Hochschild, Selections from *The Second Shift* (B)

Response paper type: 1

Thursday September 27: Video—*Medicating Kids*

Readings: None!

Response paper type: 2

Week 7

Tuesday October 2: Trust and Punishment **SMALL GROUP DISCUSSION #2**

Readings: Selections from *Morals, Marriage, and Parenthood* (B)
Kolbert, "Spoiled Rotten" (B)

Response paper type: 1

Thursday October 4: The "Family Values" Debate

Readings: Selections from *Morals, Marriage, and Parenthood* (B)

Response paper type: 3

Week 8

Tuesday October 9: Review/Catch-up Day

No Reading

No Response Paper

Thursday October 11: Reflection on Service-Learning

No Reading

Response paper type: 2

Week 9

FALL BREAK

Week 10

Tuesday October 23: Children and Government

Readings: Rehfield, "The Child as Democratic Citizen"

Response paper type: 1

Thursday October 25: Global Issues

Readings: "Too Young to Wed" (B)

Introducing Ethics, Chapter 2, pp. 22-35

Response paper type: 3

Week 11

Tuesday October 30: Global Issues

Readings: *Half the Sky*, Chapters 6 and 7

Response paper type: 1

Thursday November 1: Global Issues

Readings: *Half the Sky*, Chapter 8

Response paper type: 2

Week 12

Tuesday November 6: Having it all **SMALL GROUP DISCUSSION #3**

Readings: "Swedish Daddies" (B)
Selected news articles (B)

Response paper type: 1

Thursday November 8: Having it all

Readings: Slaughter, "Why Women Still Can't Have it All" (B)
Bogira, "Nevermind the Maternal Imperative" (B)
Lee, "What My Son's Disabilities Taught Me About Having It All" (B)

Response paper type: 1

Week 13

Tuesday November 13: Gender Stereotypes

Readings: "What's So Bad About a Boy Who Wants to Wear a Dress?" (B)

Response paper type: 3

Thursday November 15: Review

Readings: None!

Response paper type: 2

Week 14

Tuesday November 20

TEST #2

Thursday November 22

THANKSGIVING: NO CLASS

Week 15

Tuesday November 27 **SMALL GROUP DISCUSSION #4**

Topic to be determined by class

Response paper type: 3

Thursday November 29

Topic to be determined by class

Reflection type: 2

Week 16

Tuesday December 4

Review for exam/Practice final presentations