

QUEST 1: IDS 1114
ETHICS IN THE PUBLIC SPHERE
FALL 2024

INSTRUCTOR

Prof. Anna Peterson

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TEACHING ASSISTANTS

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SCHEDULE AND LOCATIONS

Schedule: Lecture, Tues and Thurs 3rd period (9:35-10:25), CSE E222

Discussion sections:

- 1) Friday 3rd – FAC 120
- 2) Friday 5th -- Turlington 2333
- 3) Friday 6th – CSE E220

GENERAL EDUCATION

This course fulfills Humanities and Writing (2,000 words) Gen Ed requirements. Note that a minimum grade of ‘C’ is required for General Education credit.

COURSE DESCRIPTION

Ethical questions are at the core of public discussions about many contentious issues, including the #metoo movement and sexual violence, economic inequality, racial justice, climate change, and diversity, equity, and inclusion in higher education. Debates about these issues are often so polarized that constructive discussions, let alone solutions, seem hard to find. In order to address these challenges in a responsible and productive way, we need reliable sources of information, strategies for rigorous ethical reflection, and knowledge about effective ways to respond.

This interdisciplinary Quest 1 course addresses these needs by introducing students to ways that the humanities provide resources for understanding, analyzing, and addressing the ethical dimensions of important public issues. We will address contentious public issues, divided into the following modules:

1. Ethical Reflection
2. Free Speech and Hate Speech
3. Economic Justice
4. Reproductive Rights

5. Diversity, Equity, and Inclusion

Our readings will include scholarly works in philosophical and religious ethics as well as legal arguments, papal encyclicals, pastoral letters, historical analyses, and news articles. The crucial skills we will emphasize throughout the class include identifying the moral dimensions of legal, political, and economic problems; critically evaluating traditions and perspectives; appreciating the diversity of perspectives on these controversial issues; thinking beyond one's own interests; and approaching disagreement with open-mindedness and a willingness to be rationally persuaded.

The class is appropriate for students from any major who want to explore public moral challenges in rigorous, creative ways. Assignments will include short writings on the topics listed above and a capstone project in which students address the ethical dimensions of a public issue of importance to them. The class is discussion-based and includes a variety of interactive projects and activities.

ETHICS AND SOCIETY CERTIFICATE

The class counts toward the [certificate program in Ethics and Society](#). This certificate trains students in the ethical analysis of problems in public life and the professions. Students will learn about major theories and issues in ethics as a scholarly field and have the opportunity to gain specialized knowledge in areas such as medical, engineering, business, or environmental ethics. For more information, please contact the certificate administrator, Dr. Peterson.

TEXTS AND MATERIALS

Required books for class are available at the UF Bookstore. Shorter assigned readings will be available through the class Canvas page. Students are required to bring the day's assigned reading to class every day, in print or electronic format. Failure to do so may result in loss of participation points.

REQUIRED READINGS

Please purchase the following book: Anthony Weston, *A Practical Companion to Ethics*, 5th edition, (New York: Oxford University Press, 2021). The fourth edition (2011) is also fine.

All other required readings are available on Canvas or online as specified in the schedule below.

Recommended

1. A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available [online for free](#).
2. An excellent guide to writing in ethics, religion, philosophy, and related fields is Anthony Weston's *A Rulebook for Arguments*.

SUMMARY OF ASSIGNMENTS AND GRADE DISTRIBUTION

Details about each assignment are available below

- | | |
|-------------------------------------|----------------|
| 1. Participation | 5% |
| 2. Two in-class writing assignments | 30% (15% each) |
| 3. Essay (2000 words) | 30% |

- | | |
|-----------------------------------|------|
| 3. Capstone project | 30 % |
| 4. Outside event reflection paper | 5% |

COURSE POLICIES AND STUDENT RESOURCES

Attendance Policy

Students are expected to attend class (lecture and discussion sections) regularly and to arrive on time. Unexcused absences from more than three classes will negatively affect your participation grade. For each unexcused absence beyond the third, you will lose 10% of your participation grade (e.g. a 100% will become a 90%).

Absences will be excused in situations beyond the student's control (illness, family emergency, etc.). Please let me know as soon as possible if you must miss class.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified [here](#).

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the [Honor Code](#). On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to) (a) quoting oral or written materials, whether published or unpublished, without proper attribution, and (b) submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." In other words, you may not copy verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks, nor may you paraphrase or restate in your own words text or ideas written by someone else without proper citation.

ChatGPT and similar programs pose new and complicated ethical challenges for students and instructors. UF has some [guidelines and information](#) that can help you understand what might be acceptable uses of ChatGPT. It is never acceptable to submit written work that you did not create. Using and copying verbatim a sentence or paragraph of text from ChatGPT or any other AI software for any kind of course assignments will constitute plagiarism in this class and will be subject to the same disciplinary procedures.

I will check references if I have any questions about authorship, and I may ask for notes, outlines, and other supporting material to demonstrate that you researched and wrote an

assignment yourself. **Please keep dated copies of your outline, notes, and rough drafts and be ready to submit them in the event that questions arise about the authenticity of your work.**

If you do not have convincing evidence that you authored the work yourself, I will start the [honor code process](#). Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy. In addition, proven plagiarism on any assignment will automatically result in a grade of "E" for this class.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodation should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard online evaluations as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course planned, other than possible costs for producing a poster for the final research fair. Poster costs would be shared among group members and should be under \$5/person.

Counseling and Wellness Center

For counseling services, contact the [Counseling and Wellness Center](#), 352-392-1575.

Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio [online](#) or in 302 Tigert Hall for one-on-one consultations and workshops.

GRADED WORK AND ASSIGNMENTS

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

1. Participation and Attendance (5% of final grade)

You must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class with you. Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Your participation grade will be based on:

- Attendance. Unexcused absences from more than three classes will negatively affect your participation grade. For each unexcused absence beyond the third, you will lose 10% of your participation grade (e.g. a 100% will become a 90%).
- Engagement
- Unannounced reading quizzes

Requirements for class attendance and make-up exams, assignments, and other work are consistent with [university policies](#).

2. In-class writing on ethical thinking (15% of final grade)

Friday, Sept. 13

Short-essay format writing assignment on ethical theories. The essay will be completed during discussion sections (50 min.).

2. First short paper (25% of grade): News analysis – free speech, dissent, reproduction, family

Due Sunday, Sept. 29

Write an ethical analysis of a newspaper article (which you will find) that deals with one of the topics discussed in Modules 2 and 3. Each paper must include a full copy of the news source upon which the ethical analysis is based. I will provide a detailed assignment sheet on Canvas. The essay must be at least 1000 words.

3. Second short paper (25% of grade): News analysis – economic justice

Due: Sunday, Nov. 10

Write an ethical analysis of a newspaper article (which you will find) that deals with one of the topics discussed in Module 4. Each paper must include a full copy of the news source upon which the ethical analysis is based. I will provide a detailed assignment sheet on Canvas. The essay must be at least 1000 words.

4. Final project: What should higher education reform look like? (20%)

Due Sunday, Dec. 8 by midnight

The final assignment asks students to explore the ethical dimensions of higher education policy in Florida by reflecting on your vision of higher education reform. You can focus on DEI and CRT or address other issues related to higher education, such as proposals for free college tuition, forgiveness of loans, teaching and research issues raised by specific academic disciplines, or challenges posed by new technology.

The format of the assignment is open. You may write a short essay or create a project in another format, such as a poster, podcast, documentary film, interview, puppet show, interpretive dance, or art installation, among other options. Please use this opportunity both to draw on what you have learned in this class and to be creative. You may work individually, in pairs, or in a small group, if approved by the instructor or TA. Topic and format must also be approved by the instructor or TA.

6. Experiential learning: Outside events and reflection paper (5% of grade)

Due: Wed., Dec. 11 by midnight.

You must attend at least one outside event, on or off campus, related to the themes of the class. Take notes at the event and write a short (one page) reflection paper analyzing the way issues raised in those conversations are linked to issues we have discussed in class. The paper can be handed in at any time during the semester, with Dec. 11 as the final deadline. We encourage you to hand it in sooner!

Possible events include exhibitions at the [Harn Museum of Art](#) or [Matheson Historical Museum](#) (in downtown Gainesville), lectures, local government meetings of the [City Commission](#) or [County Commission](#), conferences, and demonstrations, among other public events. On campus, relevant events are frequently sponsored by the [Samuel Proctor Oral History Program](#), the [Bob Graham Center for Public Service](#), and the [Center for the Humanities in the Public Sphere](#).

We will announce appropriate events on Canvas. Please let us know if you are aware of other events. And please make sure to have your event approved by the instructor or TA in advance.

***Extra Credit:**

There may be opportunities to attend and write about other events for extra credit.

COURSE SCHEDULE

NOTE: COURSE CONTENT IS SUBJECT TO CHANGE
 ASSIGNMENT DEADLINES AND EVENTS INDICATED IN **BOLD**

Week	Topic	Readings and Assignments
	Module 1	Ethical reflection
1	Introduction to the class	Thursday 8/22 Introduction to the class F 8/23 Discussion sections Getting to know you!
2	Who needs ethics?	Tu 8/27 Who needs ethics? Weston, <i>Practical Companion to Ethics</i> , Ch. 1 Thurs 8/29 Thinking for yourself Weston, <i>Practical Companion to Ethics</i> , Ch. 2 F 8/30 Discussion sections Ethical theories - activity
3	Introduction to Ethical Theories	Tu 9/3 Families of moral values Weston, <i>Practical Companion to Ethics</i> , Ch. 3 Th 9/5 When values clash Weston, <i>Practical Companion to Ethics</i> , Ch. 4 Guest lecture: Dr. Jaime Ahlberg F 9/6 Discussion sections Creative Problem Solving Weston, <i>Practical Companion to Ethics</i> , Ch. 5
4	Information literacy and civil discourse	T 9/10 Information literacy for ethics Guest lecture: April Hines, Journalism and mass communications librarian Th 9/12 Civil discourse Steven Petrow, " Three Ways to Practice Civility " F 9/13 Discussion sections In class writing on ethical theories
	Module 2	Free Speech
5	How can we talk about free speech?	T 9/17 Free Speech and the First Amendment Read: Bill of Rights: The First Amendment

		<p><u>National Socialist Party v. Skokie (1977)</u></p> <p><u>Brandenburg v. Ohio (1969)</u></p> <p>Th 9/12 Balancing free speech and hate speech</p> <p>Read: Richard Delgado and Jean Stefancic, “Hateful Speech, Loving Communities: Why Our Notion of ‘A Just Balance’ Changes So Slowly.” <i>California Law Review</i>. 82, No. 4 (Jul.,1994), pp. 851-869</p> <p>Friday 9/14 Discussion sections White nationalism</p> <p>Watch: Video documentary on Richard Spencer, in Graeme Wood, <u>“His Kampf”</u> <i>The Atlantic</i></p> <p>Listen: <u>The Hate Debate</u></p>
6	Free speech and dissent	<p>T 9/24 The ethics of dissent Martin Luther King, Jr., “Letter from a Birmingham Jail”</p> <p>Th 9/26 Civil disobedience Thoreau, “On Civil Disobedience”</p> <p>Friday 9/27 Discussion sections The limits of dissent Thomas Friedman, <u>“Why the Campus Protests Are So Troubling”</u> Philip Bump, <u>“Views of the Campus Protests are Too Broad – and Too Narrow”</u></p> <p>Paper 1 due Sunday 9/29 by midnight</p>
	Module 3	Reproductive rights and the family
7	How can we talk about abortion?	<p>T 10/1 Abortion as an ethical issue Read: Philippa Foot, “Abortion and the Problem of Double Effect.” (1967).</p> <p>Th 10/3 Arguments against abortion Don Marquis, “Why Abortion is Immoral.” <i>The Journal of Philosophy</i> 86, No. 4 (Apr.1989), 183-20</p> <p>Friday 10/5 Discussion sections When, if ever, should access to abortion be limited?</p>
8	IVF	T 10/8 Ethical issues raised by IVF

		<p>Czarknecki, “Moral Women, Immoral Technologies”</p> <p>Th 10/10 Limitations on IVF News articles TBD</p> <p>Friday 10/11 Discussion sections Should IVF be limited or banned?</p>
9	Families in the public sphere	<p>T 10/15 What is a family? Esther Dermott, et al., “What is a Family and Why Does It Matter?”</p> <p>Th 10/17 Who gets to be a family? Palfrey, “Conscientious Refusal or Discrimination?”</p> <p>Friday 10/18: Homecoming, no class</p>
	Module 4	Economic Justice
10	How can we talk about economic justice?	<p>T 10/22 Economic struggles in the US Excerpt from Barbara Ehrenreich, <i>Nickled and Dimed: On (not) Getting by in America</i>: Introduction and Ch. 1, “Serving in Florida”</p> <p>Th 10/24 Economic policy and equity Michener and Brower, “What’s Policy Got to Do with It?”</p> <p>Friday 10/25 Discussion sections Wealth inequity</p> <p>Read: US Federal Reserve, “The State of US Wealth Inequality” (Aug. 2, 2024) Urban Institute, “Nine Charts About Wealth Inequality in America” (April 25, 2024)</p>
11	Ethics of economic justice	<p>T 10/29 Religious perspectives Francis I, “Message for First World Day of the Poor” (2017)</p> <p>Th 10/31 John Rawls Thomas Nagel, “Rawls on Justice.” <i>The Philosophical Review</i> 82, No. 2 (Apr. 1973), pp. 220-234.</p> <p>Friday 11/1 Discussion sections Wealth and ethics</p> <p>Read: “Drivers of Expensive Cars Less Likely to Stop for Pedestrians” “If you drive an expensive car, you’re probably a jerk”</p>

		Listen: Paul Piff, “ Does money make you mean? ”
12	Still more talk about economic justice	Tu 11/5 Classroom activity: Original position game Th 11/7 Classroom activity: Wealth inequality game Friday 11/8 Discussion sections Work on news analysis article News analysis due via upload to Canvas by 11:59 pm Sunday, Nov. 11
	Module 5	Diversity, Equity, and Inclusion
13	How can we talk about diversity, inclusion, and equity?	T 11/12 What is DEI? Read: Defining DEI (University of Michigan) What is DEI? (University of California – Irvine) What is DEI? (US Chamber of Commerce) Wednesday 11/14 Diversity, equity, and inclusion as ethical values Reading: Rita Men, “ Workers Like It When Their Employers Talk About Diversity and Inclusion. ” <i>The Conversation</i> (Aug. 30, 2023). Friday 11/15 Discussion sections Group writing exercise on DEI
14	DEI and higher education	Monday 11/19 Who belongs? Who doesn’t? Read: Daniel Solorzano, Miguel Ceja, Tara Yosso, “Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students.” <i>The Journal of Negro Education</i> , Vol. 69, No. 1-2 (Winter - Spring, 2000), pp. 60-73 Th 11/21 Recent laws in Florida Read: SB 266 HB 999

		Friday 11/22 Discussion sections Which voices belong in higher education in Florida? Which do not?
15		11/26-28 Thanksgiving, no class
16	Winding up	T 12/3 TBD
		Final projects due Sunday, Dec. 8 by midnight Outside event reflection paper must be uploaded to Canvas by 11:59 pm on Wed., Dec. 11

Grading Scale

This course will employ the following grading scale:

A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

More information on UF's grading policies is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Essay Rubric

	Excellent	Good	Needs Improvement	Unacceptable	Points (of 100)
News Article	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> ● The article is included with the paper ● Its content is ethical in nature ● It is about an issue of contemporary public concern (last 6 mo.) ● It is of 'digestible' size (substantive enough to write about, not too long that it cannot be reasonably addressed) <p>5 points</p>	<p>An appropriate article is chosen:</p> <ul style="list-style-type: none"> ● The article is included with the paper ● Its content is ethical in nature ● It is about an issue of contemporary public concern (last 6 mo.) <p>However:</p> <ul style="list-style-type: none"> ● It may not offer enough substance to argue about ● It may be too large or unwieldy for the purposes of argumentation <p>4 points</p>	<p>The article is included with the paper, however:</p> <ul style="list-style-type: none"> ● The topic is not clearly ethical ● It is not about an issue of contemporary public concern (last 6 mo.) <p>1- 3 points</p>	<ul style="list-style-type: none"> ● The article is not submitted with the paper. ● The article is not ethical in nature, and is not about an issue of contemporary public concern (last 6 mo.) <p>0 points</p>	5 points
Thesis	<p>A clear statement of the main conclusion of the paper.</p> <p>5 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>4 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>1- 3 points</p>	<p>There is no thesis.</p> <p>0 points</p>	5 points
Exposition	<ul style="list-style-type: none"> ● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used to illuminate concepts and 	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise. ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. 	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. 	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. 	35 points

	<p>issues and/or support arguments.</p> <ul style="list-style-type: none"> • The paper uses appropriate textual support. <p>32-35 points</p>	<ul style="list-style-type: none"> • The paper has textual support, but other passages may have been better choices. <p>29-31 points</p>	<ul style="list-style-type: none"> • The textual support is inappropriate. <p>26-28 points</p>	<ul style="list-style-type: none"> • No textual support. <p>0-25 points</p>	
Evaluation	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> • checking for support in the argument • checking for the argument's internal consistency • considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly. <p>32-35 points</p>	<p>The paper presents an original argument regarding a position on an issue of ethical import. This argument is supported by:</p> <ul style="list-style-type: none"> • checking for support in the argument • checking for the argument's internal consistency • considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to. <p>29-31 points</p>	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not defend the central argument against plausible objections.</p> <p>26-28 points</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p> <p>0-25 points</p>	35 points
Writing: Mechanics	<ul style="list-style-type: none"> • All sentences are complete and grammatical. • Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang. <p>9-10 points</p>	<ul style="list-style-type: none"> • All sentences are complete and grammatical. • Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang. <p>7-8 points</p>	<ul style="list-style-type: none"> • A few sentences are incomplete and/or ungrammatical. • Paper has several spelling errors, rhetorical questions and/or uses of slang. <p>5-6 point</p>	<ul style="list-style-type: none"> • Many sentences are incomplete and/or ungrammatical. • Paper has many spelling errors, rhetorical questions and/or uses of slang. <p>0-4 points</p>	10 points

<p>Writing: Flow and Coherence</p>	<ul style="list-style-type: none"> ● All words are chosen for their precise meanings and are used consistently. ● All of the content of the paper is relevant to the main line of argument; no extraneous material. ● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main line of argument and to understand what is being said. ● All new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>9-10 points</p>	<ul style="list-style-type: none"> ● Most words are chosen for their precise meanings. ● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum. ● Ideas are mostly developed in a natural order. It is not hard to understand what is being said. ● Most new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>7-8 points</p>	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● May be substantial extraneous material. ● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument or to understand what is being said. ● New or unusual terms are not well-defined. ● Information (names, facts, etc.) is mostly accurate. <p>5-6 points</p>	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● Substantial extraneous material. ● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult to identify the line of argument or to understand what is being said. ● New or unusual terms are not defined. ● Information (names, facts, etc.) is inaccurate. <p>0-4 points</p>	<p>10 points</p>
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COURSE OBJECTIVES AND GOALS

STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Ethics and the Public Sphere students will be able to:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. **(Content SLOs for Gen Ed Humanities and Q1)**
2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought **(Critical Thinking SLOs for Gen Ed Humanities and Q1)**
3. Identify, analyze and evaluate moral themes in public discourse **(Critical Thinking SLO for Gen Ed Humanities)**
4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sexual violence) **(Critical Thinking SLO for Gen Ed Humanities)**
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO for Q1)**
6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course **(Communication SLO for Gen Ed Humanities and Q1).**