

PACIFIC SEMINAR 3: THE ETHICS OF FAMILY, WORK, CITIZENSHIP

COURSE GUIDELINES AND SYLLABUS TEMPLATE

1. Pacific Seminar 3 is required for all Pacific students, including transfers. With rare exception, students must have senior standing to take the course, i.e., they must have completed 92 or more units. Before your first class, review the roster (obtainable through insidePacific) to make sure students have senior standing. Make an announcement on the first day that only seniors can be in the course and that non-seniors must wait to take it unless they have a documented exception from the Director of General Education.
2. The anthology of readings is the foundation of the course, and most of the readings that you assign should come from it. A common reader creates a common intellectual experience for students and faculty. Nonetheless, faculty have the autonomy to assign other readings and to choose among the readings in many of the chapters in the anthology.
3. Faculty should show 2-3 films in the course but no more. There is no limit on the use of short film clips or equivalent multi-media.
4. Provide students with grading rubrics for the “required” assignments (see below). Rubrics make your expectations explicit. They also make your evaluations more consistent and less time-consuming.
5. PACS 3 is a 3 unit course. With the exception of sections that meet once a week, PACS 3 is scheduled as if it were a 4 unit course, and so you only need to schedule 13 weeks of class plus an extra day for any final work. You can take off days during the semester or finish the course early.
6. Class limit is 25 students. You can add students, but do not exceed 30 students.
7. Email your syllabus at the beginning of the term to the Director of General Education.

COURSE OBJECTIVES

Please state these common course objectives on your syllabus. Feel free to include additional ones.

- Identify, analyze and evaluate one’s own moral values and framework(s)
- Understand moral development theories and apply them to one’s own moral development
- Understand and apply different moral theories to one’s life and to the analysis of contemporary issues regarding family, friends, work, and citizenship
- Understand how narrative can illuminate moral development and experience as applied to oneself and others.

REQUIRED COURSE ELEMENTS

Please devote the **minimum** amount of time specified below to these course themes and readings, which amounts to 8 weeks. The remainder of the course can be allotted to any of these themes at the discretion of the instructor.

Moral Development Theory (1 week)

Ethical Relativism, Religion and Ethics, Egoism (1 week)

Ethical Theories (2 ½ weeks)

Moral Disengagement (½ week)

Family/Friends (1 week)

Work & Career (1 week)

Citizenship & Community (1 week)

COURSE ASSIGNMENTS & RANGE OF WEIGHTS
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Please include the following “required” assignments in your course. Examples are posted on blackboard. Weighted at their minima, these assignments add up to 65% of the course grade. This gives faculty the space to include other course assignments, and it is expected that faculty will do so. Suggestions for other course assignments are listed below.

Required Assignment	Objectives	Grade Range
<p>Ethical Autobiography</p> <p>The autobiography must be assigned in at least two parts, with the first part due before the end of the second week. A common rubric is used for the final autobiography.</p>	<ul style="list-style-type: none"> * description of one’s ethical identity * description and analysis of impact of the environment on one’s ethical identity * description and analysis of significant personal ethical decisions * application of course material to understanding one’s ethical identity. 	<p>25-30%</p>

<p>Narrative Assignment</p> <p>Students will read some kind of narrative and do an assignment or assignments based on it. The narrative can be a biography or work of fiction or non-fiction. The narrative work must address several of the required course elements. Faculty might allow students to choose the narrative work or assign one in common.</p>	<ul style="list-style-type: none"> * understand the ethical identity of another person or persons * stimulate reflection on one's own ethical identity for one's autobiography * develop a deeper understanding of the course material 	<p>15 – 30%</p>
<p>Exam, Essay, or Comparable Assignment</p>	<ul style="list-style-type: none"> * Assess students' skill at understanding, analyzing, synthesizing, and/or applying course concepts 	<p>15 – 20%</p>
<p>Participation</p>	<ul style="list-style-type: none"> * demonstrate understanding of and engagement with the course material * help teach others and learn from them 	<p>10 -20%</p>

Possible Additional Assignments

Film Reviews up to 15% of course grade

Course Journal up to 20% of course grade

SYLLABUS TEMPLATE

Please include the following information in your syllabus.

1. **Contact information**, including email address, phone number, and office hours.
2. **A course description.**
3. **The common course objectives.**
4. **A list of the required readings.**
5. **A list of assignments & their weights in the final course grade.**
6. **A schedule of readings and assignment due dates.**
7. **An attendance policy.**
8. **A late work policy.**
9. **Use of Blackboard and Turnitin.**

A Blackboard course site will be used to enrich the Pacific Seminar 3 learning experience. The site is located at <https://pacific.blackboard.com>. Login with your PacificNet ID and password. To enroll yourself in the course site, click the **Catalogs** tab to display the **Course Catalog** module. Within the **Course Catalog** module, click on the **Pacific Seminars**. Locate your PACS 2 course and click the **Enroll** button to the right of the course name to display the **Self Enrollment** page. Click **Submit** and then click the **OK** button to complete the process.

10. **A statement of Pacific's honor code and procedures for handling violations.** The following is a suggestion:

Every student must observe the **UNIVERSITY HONOR CODE** (*Tiger Lore*, **Section 1.1 – 1.3**). It is a violation of the Honor Code to submit all or part of someone else's work or ideas as your own. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. If found guilty of academic dishonesty, a student might receive a range of penalties, including failure of an assignment, failure of the course, or suspension from the University. Alleged violations will be referred to the Office of Judicial Affairs, and students might face a judicial hearing and additional penalties. If you have questions about academic dishonesty, speak with your professor. For more information about Pacific's academic dishonesty policy, consult the *Tiger Lore*.

11. **A statement regarding the Office for Students with Disabilities.**

If you need accommodations because of a documented disability, please contact the Learning Disabilities Coordinator or the Disabled Student Services office in Bannister Hall as soon as possible.

PACIFIC'S GENERAL EDUCATION PROGRAM OVERVIEW

FIRST-YEAR EXPERIENCE: PACIFIC SEMINARS 1 & 2

Pacific Seminar 1: What is a Good Society? (First Semester)	Pacific Seminar 2: Topical Seminars on a Good Society (Second Semester)
<p>46 sections offered with average class size of 21. Discussion-oriented seminars with a uniform syllabus and common course reader on the theme, "What is a Good Society?" The reader contains five chapters: The Self and Self-Reflection; Interpersonal Relationships and Family; Civil Society; Citizenship and the State; The Natural World and the Environment. Many sections are linked to residence halls ('residential learning communities'). Introduction to the electronic portfolio and required deposits.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Examine and expand assumptions and beliefs about a good society; 2. Develop and understand the process of critical thinking through reading, writing and class discussion; 3. Reflect on one's personal and social responsibilities; and 4. Recognize the value of intellectual curiosity and life-long learning. <p>Assignments</p> <ul style="list-style-type: none"> * Three formal essays (4-5 pages) * Additional out-of-class writing assignments * Class discussion 	<p>43 sections offered with average class size of 21. Discussion-oriented seminars specifically designed for first-year students that must connect to themes in Pacific Seminar I and examine them in more depth. Seminars include 'Divided by Faith,' 'Mass Media and Popular Culture,' 'Crime, Responsibility, Punishment,' 'The Pursuit of Happiness,' 'Imagine There's No Countries,' and 'Technology and Society.' Some sections incorporate community-based or experiential learning. Required deposits in the electronic portfolio</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Continue the study of the question "What is a Good Society?" from Pacific Seminar 1 through a discipline-specific perspective; 2. Develop academic writing and research skills appropriate to lower-level freshmen students within a writing intensive course; 3. Develop critical thinking and oral presentation skills; and 4. Broaden social awareness and encourage engaged citizenship. <p>Assignments</p> <ul style="list-style-type: none"> * Twenty pages of formal writing, which includes a research project that is a minimum of seven pages * Additional informal writing * Oral presentation * Class discussion

BREADTH PROGRAM

Category/Sub-category	BUSI	CONS	COP	EDU	ENGR	COMP	PH	SIS
I.A. Individual and Interpersonal Behavior	X	Two of three areas	X	Two of three areas	Two of three areas	Five of Six areas	X	X
I.B U.S. Studies	X		X				X	
I.C Global Studies			X					
II.A Language & Literature	X	Two of three areas	X	Two of three areas	Two of three areas		X	X
II.B Worldviews & Ethics	X		X			X		
II.C Visual & Performing Arts	X		X					
III.A Laboratory Sciences	X	X	X	X	X	X	X	X
III.B Mathematics & Formal Logic	X	X	X	X	X	X	X	X
III.C Science, Technology, Society			X	X			X	

"X" denotes that students must complete one course in the respective area. BUS = School of Business; CONS = Conservatory of Music; COP = College of the Pacific; EDU = School of Education; ENGR = School of Engineering & Computer Science; SIS = School of International Studies.

PACIFIC SEMINAR 3

Pacific Seminar III: Family, Work, Citizenship (Senior Year)
<p>A culminating general education experience in which students identify their moral values and moral paradigm; acquire facility with moral language, concepts and theories of ethics and moral development; and reflect on moral issues in anticipation of their futures as family members and friends (private life) and as members of the workplace and political community (public life). Forms of narrative—such as film, biography, and literature—are used to illustrate the theoretical ideas in the course, culminating in the students' own ethical autobiography.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Identify, analyze and evaluate one's own moral values and framework(s); 2. Understand moral development theories and apply them to one's own moral development; 3. Understand and apply different moral theories to one's life and to the analysis of contemporary issues regarding family, friends, work, and citizenship; and 4. Understand how narrative can illuminate moral development and experience as applied to oneself and others. <p>Assignments</p> <p>Ethical autobiography</p> <p>Narrative assignment</p> <p>Exam, essay or comparable assignment</p> <p>Class discussion</p>

PACS 3 Films Topics and Uses

Film Title / Year / Running Time	Main PACS 3 Topics	How the Film is Used
<i>Quiz Show</i> (1994), 133 minutes	Primary topic is Moral Disengagement (Psychology and Ethics). Other issues include family, friendship, work.	Students read the Bandura article on moral disengagement and turn in a reading response on it on the day the film. As students watch the film, I give them a handout to record instances when the characters exhibit these mechanisms (see attached). We discuss these instances after the film (attached is my record of the instances of disengagement in the film).
<i>The Insider</i> (1999), 158 minutes	Primary topics are whistle-blowing (work), moral dilemmas, and family. There is an opportunity to discuss the different ethical theories, too.	Students receive a handout when they watch the film (see attached) and are to identify whether a character or entity experiences a genuine ethical dilemma and, if so, what it is and what obstacles make it difficult to do what is right.
<i>Ikiru</i> (1952), 143 minutes	Topics include work, family, friendship, virtue, narrative, ethical wills and mission statements, moral motivation, moral development. There's a lot here. Kurosawa was good.	The film can be used either in a section on life narratives—how does one live one's mission statement or in discussions of virtue, perhaps especially authenticity as a virtue
<i>Thirteen Conversations About One Thing</i> (2001), 104 minutes	Well, the thirteen conversations are easy enough to identify—the one thing is trickier. Possibilities: what makes for a happy or successful life? How much does one's happiness or success depend on	Each major character in the movie expresses (at least implicitly) a personal mission statement. Students are asked to identify what each major character's mission statement would be initially and

	relations with others? How are various personal narratives connected?	how their experiences in the film might change their mission.
<i>Casablanca</i> (1942), 102 minutes	Primary topics are moral values, dilemmas, virtues, and decision-making.	Students are asked to identify the dilemmas encountered by various characters and to evaluate the actions taken by the principal characters.
<i>The Ice Storm</i> (1997), 112 minutes	Primary topics are family relationships, especially parenting	Students have read material on personal relationships and parenting. The film presents the story of two families where there seem to be problems in parenting and in other relationships. Students analyze the approaches to parenting displayed and evaluate in terms of impact on moral development of children.
<i>Shattered Glass</i> (2003), 94 minutes	Primary topics are workplace ethics and professionalism. Friendship also appears as a topic.	Students have read Sullivan's piece on professions. They are asked to analyze the actions of various characters (Glass who fabricated over 2 dozen articles published in <i>The New Republic</i> , his editors and colleagues) in terms of Sullivan's concept of the profession as a moral community providing a public good.
<i>Shattered Glass</i>	Primary topic concerns the nature of lying and self-identity; workplace dilemmas. Based on a true story.	There are cool ancillary materials that Dari can provide (or you can google) including NPR and magazine interviews with the real people the movie was based on.
<i>About a Boy</i> (2002), 101 minutes	Primary topics are moral development, family and friendship.	The principal character moves through what seem to be pretty clear Kohlberg stages and levels. Students identify the stages of this character's development and compare the film's development process

		with Kohlberg's theoretical process.
"Mercy" TV episode from <i>Homicide: Life on the Streets</i> (1996), 47 minutes	Primary topics include end of life decisions, deontological and utilitarian approaches, professional ethics, "religion vs. science," "consistent ethic of life"	TV episode involves homicide detectives called to investigate whether a hospice physician is causing the death of her patients with overdoses of morphine. Students are presented with a summary of the scenario before viewing the episode and asked to evaluate. After viewing the episode they are discuss whether their decisions have changes and, if so, to explore why?
<i>Thank You For Smoking</i> (2005), 92 minutes	Primary topics are work and professionalism. Parenting is also a topic	Student discussion and writing focus on the "yuppie Nuremberg defense," which is that "having a mortgage to pay excuses ethically questionable business practices. The public role of professions is also explored.
<i>A Time to Kill</i>	Is killing ever justified? Moral disengagement; utilitarianism v. Kantian approaches	Movie always evokes strong student reactions and stimulates good conversation about how a utilitarian or Kantian would approach various characters' situations.

Pacs3 – Ethics of Family, Work and Citizenship : Fall 2009

Instructor: AmyJo Mattheis, MDiv.

Contact Info: 209-327-3319 – *pls leave a message*

SundayJava02@aol.com or amattheis@pacific.edu

Office Hours: Monday or Wednesday: 11am – 12: 15pm/ Tuesday or Thursday: 11am – 12pm Or by appointment.

Office: Classroom Building, #122 A.

Course Description

Pacific Seminar 3 is a culminating general education experience that is both retrospective and prospective in deepening your ethical self-awareness. Students learn about the nature of ethics, different ethical theories, and ethical development in order to identify and examine their own ethical development, values, and framework. Students are then prompted to anticipate their future lives in families, in their careers, and as members of civic communities. Through readings, class discussion, films, and the writing of one's own ethical autobiography, students will demonstrate the following:

- (1) An understanding of the nature, sources and grounds for one's ethical beliefs.
- (2) An understanding of the nature of ethics and different ethical theories.
- (3) An understanding of ethical issues regarding family, work and citizenship in light of different ethical theories.
- (4) An application of ethical theory, thought, academic study to real life situations and events.

Required Texts

Pacific Seminar 3 Reader: Ethics of Family, Work and Citizenship. Klunk et al (McGraw-Hill), 2008 [In the bookstore]

Animal Dreams, Barbara Kingsolver. (Obtainable via Library, Bookstore or Purchase *Used* on-line).

Attendance Policy:

The attendance policy is a seminar-wide course policy. It is an integral part of the course curriculum and ***it will be enforced.***

You are expected to attend ALL classes and to be on time. This is a senior seminar course which depends on the preparation and attendance of the students.

If you do not attend regularly, you will not pass.

If you attend sporadically, your grade will lower accordingly.

There is no penalty for ONE unexcused absence.

Each unexcused absence thereafter will reduce your final course grade by two-thirds of a grade. For example, if you miss two days of class without a valid excuse, your final grade for the course will be lowered by two-thirds of a grade (i.e., from a "B+" to a "B-").

Excused absences are legitimate; illness, family emergencies, etc. You must contact me as soon as possible if you miss class. I require a doctor's notice for illness.

Participation

Class discussion is essential to this course.

Students **MUST** be prepared for discussion.

Students **ARE EXPECTED** to have read the text.

If reading is not done, it will be reflected in your grade.

Students will demonstrate completed reading via quizzes, class discussion and instructor-student conversation.

There are not exceptions. All students must read.

I expect that you will challenge the viewpoints of the authors and students in the class. This **will be done** in a respectful manner. Some of the issues covered will seem personally sensitive. Please monitor how you express your points. You must also be willing to listen to other's ideas without taking it personally. The focus should always be on the logic of the arguments.

I reserve the right to ask a student to leave for lack of regard for other opinions or impudence in expression of ones own opinion. Following is the general criteria for your class participation grade:

- A = Always prepared and attentive during class. Makes frequent and relevant contributions to class discussions, yet not dominating. Often (though not necessary always) gives accurate statements about the material and asks probing questions
- B = Usually prepared and attentive during class. Contributes to class discussion but not consistently. Typically gives accurate observations about the material and occasionally asks probing questions.
- C = Sometimes prepared for class. Does not take any initiative to ask questions. Often unable to respond accurately to questions about the material.
- D = Intensified "C" performance.

Late Work Policy. *Late work will be penalized two-thirds of a grade per day (e.g., a 'B' turns into a 'C+'). You must talk to me as soon as possible if you do not complete your work on time. **Electronic Submission of Assignments are NOT accepted. Hard Copies ONLY.***

Blackboard

Blackboard will be used to post course announcements, documents, and links and to conduct discussions. The site is located at <https://pacific.blackboard.com>. Login with your PacificNet ID and password and use the Course Catalog to locate your site.

YOU are responsible to check this site regularly and will be held responsible for changes to assignments posted on it.

Honor Code

It is a violation of the University Honor Code to submit all or part of someone else's work or ideas as your own. Violations of the Honor Code are serious. They damage the integrity of academic life at the University and threaten the trust on which the learning community is built. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty, a student might receive a range of penalties, including failure of an assignment, failure of the course, or suspension from the University. For more information about Pacific's academic dishonesty policy, consult the *Tiger Lore 2008-2009*).

Additional Expectations

Cell Phones and Texting: Is considered disrespectful and need to be shut off. Please note: texting is easily detectable and more difficult than you may imagine to do so surreptitiously. Repeated use of ones cell phone/Blackberry/IPhone...etc...will result in lowering ones participation grade and overall grade

<u>Assignments</u>		
* <u>Narrative Project</u>		250 total points
Reading Response 1	50	
Reading Response 2	50	
Final Group Presentation	150	
* <u>Autobiography Project</u>		400 total points
Part One	150	
Part Two	100	
Part Three	150	
* <u>Movie Reviews</u>		150 total points
Film Essay/Critique	50 each	
* <u>Attendance and Class Participation and Discussion</u> (includes current event reports, Quizzes, in-class writing and discussion).		200 total points
Total Points possible		1000 points

Assignments

Narrative Project: Reading, analyzing, discussing, writing and responding to questions about the novel “Animal Dreams” throughout the semester.

Goals:

- To immerse oneself in the story (narrative) of another(s) so that one discovers ethical discernment from a variety of perspectives.
- To use moral development theory, ethical theories, et. al to analyze, discuss and critique the narrative and decisions made therein.
- To work with a peer group to link said narrative’s experience with the realities of contemporary society and present these insights to the class in a coherent, engaging and creative manner.

Process:

The class will be reading one common piece of literature assigned by the instructor, which will be referred to and integrated into class discussions, informal writing assignments and the exam. The book will be purchased by the student via local bookstores or online or checked out of a library.

Each person will be assigned to a peer group which will begin working together midway through the term to plan and create the *Narrative Final Group Project*. More information on the Final Project will be forthcoming.

Current Event Reports:

September 24 will begin our integration of the course materials and class discussions with the “real world”. Each student will be assigned a reporting date where you are required to bring a current event – found on-line, in a newspaper, magazine or other producible medium (you must be able to reproduce it in class) – and present it to the class. Your goal is to apply the course readings to actual, real time, contemporary events and lead your colleagues in a brief discussion about the ethical variables, questions and dilemma’s found within said events.

Film Review

You will be required to write an essay response to each film. There will be instructor prompts to guide you, given prior to the viewing of each film. **This review is NOT to be a summary of the story of the film.** *Any film critique/essay that is a summary will receive a failing grade on that submission.* Use of the readings and class discussion in your essay is encouraged.

Autobiography

This is an assignment that stretches throughout the semester. There are three components to it, each due at different times throughout the term (Part One: due Sept. 15; Part Two: due Oct. 8 - Part Three: due Dec. 15).

Part One: (due Sept. 15): *My Own Narrative:* You are to write your narrative, your life story. You will give a description of your identity, including your values, priorities and how you make decisions, describe yourself and see the world. It will include the affect others have had on shaping and influencing your identity; including but not limited to religion, school, athletics, and important events. Finally, to write a thorough narrative of your identity, you will describe and discuss important personal choices made throughout your life up to this moment. Overall, the goal is to present a **vivid portrait** of who you are and the influences on your development. This paper should be from 8 - 10 pages long, typed, double-spaced, one inch margins with page numbers. *Please refer to the grading rubric posted on Blackboard.*
No one will read your essay but me. It will be held confidentially.

Part Two: (due Oct. 8) *Ethical Dilemma:* This portion of the paper should identify an ethical dilemma in your own life and ought to apply class readings and discussion to assist in discerning how one might approach it. This can be an event or choice that has affected you and your life, but was made or done by someone else (such as a divorce, infidelity, stealing, etc). It can also be a situation you encountered yourself or are currently in. This portion is intended to utilize your real life experience as your own, personal case study. The paper ought to be written as such and examined by applying a variety of different options in how one might solve or address it. This paper should be 4 - 6 pages in length, typed, double-spaced, one-inch margins and page numbers. **Again, no one will read this but me.**

Part Three: (due: Dec. 15) *Narrating my Ethical Future:* You are to write yourself into the future, describing your future self (10 years from now) in terms of your **ethical identity**. You will describe how you see the world, approach and make decisions in it. How have you gotten to where you are in your work and personal life? What personal decisions did you have to make along the way and how did you make them? What are the priorities in your life and how do you know they are important? What does it mean that your ethical self states them as central? (*religion, friends, clubs, sports, etc*). It will be important to make use of course materials, readings, discussions as you describe your future ethical life.

You may utilize a variety of writing styles to tell this final chapter of your ethical narrative. Refer to the first reading of the course, *Narratives, Stories and Morals*, for the options in which you could write. This paper should be from 8 - 10 pages in length, typed, double-spaced, one-inch margins and page numbered. **No one will read this paper but me.**

Date Topic/Focus To Read Assignments Due

Tuesday, August 25:	Class Intro		
Thursday, August 27	Narratives, Stories and Morals	Rosenstand, p.3 Covey	Identity Outline - Gathering of Scripts - be prepared to discuss in class

Tuesday, Sept. 1	Identity and Narrative	Jones, p. 41	Mission Statement- be prepared to discuss in class
Thursday, Sept. 3	Film: <i>Pieces of April</i>		
Tuesday, Sept. 8	Kohlberg's Theory of Moral Development.	Kohlberg, p. 55	Film Review/Essay Due in class
Thursday, Sept. 10	Women and Moral Development theory	Gilligan p. 71	
Tuesday, Sept. 15	Women & Difference Feminism... <i>Are women really from Venus?</i>	Pollitt, p. 84	Autobiography Part 1: <i>My Own Narrative (8-10 pages)</i>
Thursday, Sept. 17	Marriage	Schwartz, p. 324 Risman, p. 347	
Tuesday, Sept. 22	Narrative Project	"Animal Dreams"	Prompt #1
Thursday, Sept. 24	<u>Ethical Thought:</u> Utilitarianism	Rachels, p. 229, 236	Current Event Reports Begin (<i>schedule posted on Blackboard</i>).
Tuesday, Sept. 29	Deontology	Boss, p. 247	
Thursday, Oct. 1	No Class	No Class	No Class
Tuesday, Oct. 6	Virtue Ethics	Rosenstand, p. 272	
Thursday, Oct. 8	Cultural Relativism	Rachels, p. 99 Rosaldo, p. 112	Autobiography Part 2 : <i>Ethics and Hard Choices and Decisions in my Life, Culture, Society (4-6 pages)</i>
Tuesday, Oct. 13	Egoism	Rachels p.137	
Thursday, Oct. 15	Religion and Ethics	Boss, p. 175	
Tuesday, Oct. 20	Narrative Project	"Animal Dreams"	Prompt #2
Thursday, Oct. 22	Altruism	Monroe	In-class lecture and notes
Tuesday, Oct. 27	Moral Disengagement	Bandura, p. 295	
Thursday, Oct. 29	Film: Crash		Film Review/Essay Due in class
Tuesday, Nov. 3	Personal Ethics	Hardwig, p. 315	
Thursday, Nov. 5	Friends	Aristotle, p. 417; Doyle and Smith, p. 425	

Tuesday, Nov. 10	Life and Death	Hardwig p. 438	
Thursday, Nov. 12	Work and Career	Schor, p. 479; Hayden, p. 485	
Tuesday, Nov. 17	Narrative Project	“Animal Dreams”	Work in groups for final project
Thursday, Nov. 19	Citizenship and Community	Smith, p. 564	
Tuesday, Nov. 24	Citizenship and Community	Nussbaum, p. 570	
Thursday, Nov. 26	No CLASS	Happy Thanksgiving!	
Tuesday, Dec. 1	Narrative Project Group 1 & 2		
Thursday, Dec. 3	Narrative Project Group 3 & 4		
Tuesday, Dec. 8	Narrative Project Group 5 & 6		
Thursday, Dec. 10	Wrap Up Narrative Project	“Animal Dreams”	
Tuesday, Dec. 15	Ethics discussion and class symposium	Class Evaluations	Autobiography Part 3: <i>My Mission Statement and My Ethical Life</i> (you decide...)

FINAL ETHICAL AUTOBIOGRAPHY RUBRIC

CATEGORY	Excellent = A	Good = B	Fair = C	Inadequate = D
Self-Description (Weight = 15 %)	Vivid and thorough description of your ethical self-identity, including your most important ethical values, approaches to ethical decisions, and worldview or philosophy of life	Good, but less vivid and thorough, description of your ethical self-identity, including your most important ethical values, approaches to ethical decisions, and worldview of philosophy of life	Satisfactory but undeveloped description of the your ethical self-identity, including your most important ethical values, approaches to ethical decisions, and worldview of philosophy of life	Undeveloped description of the your ethical self-identity, including your most important ethical values, approaches to ethical decisions, and worldview of philosophy of life
Environmental Impact (Weight = 15 %)	Thorough and thoughtful explanation of the impact of family, friends, role models, important life events, school, activities, religion, culture, etc. on your ethical self-identity and philosophy of life	Good, but less thorough and thoughtful, explanation of the impact of family, friends, role models, important life events, school, activities, religion, culture, etc. on your ethical self-identity and philosophy of life	Some explanation of the impact of family, friends, role models, important life events, school, activities, religion, culture, etc. on your ethical self-identity and philosophy of life, but lacking development and/or analysis	Little or no explanation of the impact of family, friends, role models, important life events, school, activities, religion, culture, etc. on your ethical self-identity and philosophy of life
Significant Personal Decisions/Reactions (Weight = 15 %)	Thorough and thoughtful description and analysis of significant personal decisions as well as reactions to important life events on your ethical self-identity and philosophy of life	Good, but less thorough and thoughtful, description and analysis of significant personal decisions as well as reactions to important life events on your ethical self-identity and philosophy of life	Some description and analysis of significant personal decisions as well as reactions to important life events on your ethical self-identity and philosophy of life, but lacking development and/or analysis	Little or no description and analysis of impact of key personal choices and reactions to important life events on your ethical self-identity
Use of Course Material (Weight = 50%)	Accurate and appropriate use of many course concepts and theories—such as the readings on moral development theory, ethical theory, and readings on the domains of family, friends, work, and citizenship—in the self-description, environmental impact, and personal decisions’ elements of your analysis	Mostly accurate and/or appropriate use of many course concepts and theories—such as the readings on moral development theory, ethical theory, and readings on the domains of family, friends, work, and citizenship—in the self-description, environmental impact, and person decisions’ elements of your analysis	Makes limited and/or inaccurate use of course concepts and theories—such as the readings on moral development theory, ethical theory, and readings on the domains of family, friends, work, and citizenship—in the self-description, environmental impact, and person decisions’ elements of your analysis	Makes little to no use of course concepts and theories—such as the readings on moral development theory, ethical theory, and readings on the domains of family, friends, work, and citizenship—in the self-description, environmental impact, and person decisions’ elements of your analysis
Writing Quality (Weight = 5 %)	Writing is clear and well-organized	Writing is generally clear and well-organized	Writing is generally adequate	Writing might be generally difficult to understand

Pacific Seminar 3

Ethical Autobiography Assignment

Two Examples

EXAMPLE 1

1st version due January 29, 2009

Write the story of your life. How did you get to be the person that you are today? Don't leave out important people, such as your parents or guardians, siblings, friends, and so on. If there is a major event or experience that has shaped you, write about it. If you are wondering whether to include something, you probably should. Think about the kind of person that you are, how others perceive you and why. Consider in what ways you are like the people who raised you – and how you are different.

No one will see your essays but me. For this version of your autobiography, aim for an essay about 7-8 pages in length. It should be typed, double-spaced, well organized (i.e. have an introduction, a logically developed body, and a conclusion), and coherent and should be checked for spelling and grammar. Make sure it has page numbers on it before you turn it in. Note: Your autobiography does not need to be written chronologically although to do so is fine. In the past, students have written about their lives around the themes of important family meals or special dishes, books they have read, or places they have lived. So feel free to be creative.

You are NOT being graded on your life! You will be graded on the quality of your writing.

2nd version due May 7, 2009

In the first version, you wrote about your life as a whole. Now review your life, linking issues – perhaps just moments in time – when you have had to consider some of the issues raised by the readings, movies, and class discussions. Remember, people rarely move through life making steady progress towards perfection! We do things that are good and bad and, we hope, learn along the way. Here are some questions to think about as you consider this 2nd version of your autobiography: What moral lessons have you learned? Who taught you? What is your understanding now of what it means to be a moral person? You may write this assignment as an ethical will, if you like.

Again, your essays are for my eyes only. It should be approximately 8 pages in length, typed, double-spaced, well organized (i.e. have an introduction, a logically developed body, and a conclusion), coherent, and should be checked for spelling and grammar. Since you **will** be referencing course readings, you must cite them appropriately in whatever citation style is practiced in the discipline of your major.

Again, you are NOT being graded on your life! You will be graded on the quality of your writing and your ability to make connections to the larger issues raised by the course materials.

EXAMPLE 2

This is an assignment that stretches throughout the semester. There are three components to it, each due at different times throughout the term (Part One: due Sept. 15; Part Two: due Oct. 8 – Part Three: due Dec. 15).

Part One: (due Sept. 15): *My Own Narrative*: You are to write your narrative, your life story. You will give a description of your identity, including your values, priorities and how you make decisions, describe yourself and see the world. It will include the affect others have had on shaping and influencing your identity; including but not limited to religion, school, athletics, and important events. Finally, to write a thorough narrative of your identity, you will describe and discuss important personal choices made throughout your life up to this moment.

Overall, the goal is to present a **vivid portrait** of who you are and the influences on your development. This paper should be from 8 – 10 pages long, typed, double-spaced, one inch margins with page numbers. *Please refer to the grading rubric posted on Blackboard.*

No one will read your essay but me. It will be held confidentially.

Part Two: (due Oct. 8) *Ethical Dilemma*: This portion of the paper should identify an ethical dilemma in your own life and ought to apply class readings and discussion to assist in discerning how one might approach it. This can be an event or choice that has affected you and your life, but was made or done by someone else (such as a divorce, infidelity, stealing, etc). It can also be a situation you encountered yourself or are currently in. This portion is intended to utilize your real life experience as your own, personal case study. The paper ought to be written as such and examined by applying a variety of different options in how one might solve or address it. This paper should be 4 - 6 pages in length, typed, double-spaced, one-inch margins and page numbers. **Again, no one will read this but me.**

Part Three: (due: Dec. 15) *Narrating my Ethical Future*: You are to write yourself into the future, describing your future self (10 years from now) in terms of your ***ethical identity***. You will describe how you see the world, approach and make decisions in it. How have you gotten to where you are in your work and personal life? What personal decisions did you have to make along the way and how did you make them? What are the priorities in your life and how do you know they are important? What does it mean that your ethical self states them as central? (*religion, friends, clubs, sports, etc*). It will be important to make use of course materials, readings, discussions as you describe your future ethical life.

You may utilize a variety of writing styles to tell this final chapter of your ethical narrative. Refer to the first reading of the course, *Narratives, Stories and Morals*, for the options in which you could write. This paper should be from 8 – 10 pages in length, typed, double-spaced, one-inch margins and page numbered. **No one will read this paper but me.**