

IUPUI Form for Creation of a New Undergraduate Minor
Revised November 11, 2016

Date: February 28, 2018, Revised April 23, 2018

School: School of Liberal Arts

Department: Philosophy

Location:

Cavanaugh Hall, Department of Philosophy, CA331, CA333, CA340

Minor Name, Description, and Implementation
--

Proposed name of minor: Ethics Minor

Is 50% or more online? Yes No

***Projected semester and year of implementation:**

**This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Fall 2018

Brief description:

The committee proposes a minor in ethics, where ethics is broadly defined as the study of the meaning, history and application of value claims about personal, interpersonal and professional conduct and conceptions of human character, societal welfare and flourishing. The minor will build on existing course offerings from the Department of Philosophy and the School of Liberal Arts more broadly. It will advance IUPUI's educational goals as encapsulated especially in PUL 6, and it will advance the academic and professional interests of students across the campus by serving as a way for students to enhance their abstract knowledge of and real world emphasis on ethical thinking and as a way for students to signal to employers that they have done so. The department has received a \$25,000 Lilly Endowment, Inc. Grant for articulating this minor in such a way that it facilitates degree completion. For instance, with the funded development of online versions of some of the courses, a curricular path will be available that will allow the minor to be completed entirely online.

Career and Future Prospects

Academic career:

We recommend that students begin working on the Ethics Minor early in their academic careers at IUPUI so that they have enough time to schedule the courses they want as a part of the minor, since some courses might not be offered every semester or even every year (one of the required philosophy courses, PHIL P120, is offered every semester). We also recommend that students take the required courses early in the construction of their minor. As noted above, a curricular path will be available that will allow the minor to be completed online.

Explain how the minor enhances professional or academic prospects for students:

Since ethics considers how we conduct our lives and how we relate to others as community members, professionals, citizens, and inhabitants of this planet, a study of ethics is especially relevant to both personal and professional activities within the university and in one's career and community. Many businesses, professions, and public service opportunities require *sophisticated moral reasoning skills as well as* a high standard of personal and professional conduct. A minor in ethics will demonstrate to hiring agencies that the student has spent serious academic time considering questions of conduct, right and wrong, the good society, and the importance of engaging in ethical practices. The academic prospects of students will be enhanced by the kind of thoughtful commitment to critical thinking that is called for by required and elective courses in the Ethics Minor.

The Ethics Minor strengthens professional and academic prospects for students in at least two ways. First, the Ethics Minor requires two core courses in philosophy, the first a general introduction to ethics and the second an advanced overview of ethical theory. There is an abundance of evidence that the study of philosophy in general is beneficial. For instance, recent research suggests that studying philosophy promotes general numeracy and literacy, and philosophy majors tend to outperform other majors on standardized exams like the GRE, GMAT, LSAT and MCAT. Indeed, according to a recent article in *The Atlantic*, consulting firms now suggest the study of philosophy instead of an MBA.

Second, there is also an abundance of evidence that the study of ethics in particular is in ever-greater demand. For example, programs like the NHS (National Health Service in the UK) say that professional growth areas include clinical ethicists and ethics committees in order to help people and companies address the major moral challenges of the 21st century. The complexity of contemporary social problems, such as issues of big data and privacy, legal and constitutional rights in pluralistic societies, health care reform, economic growth and climate change, require an ability to reason clearly and morally and to identify, analyze, and address the ethical issues that arise in social, political, economic, environmental, professional, and other contexts.

Thus, the Ethics Minor will enhance professional and academic prospects for students both directly and indirectly. This should be unsurprising given that the Ethics Minor will cultivate students' abilities to read critically, summarize, apply, analyze, and synthesize information and concepts in written texts as the basis for developing original ideas and claims; to develop, assert and support a focused thesis with appropriate reasoning and adequate evidence; to advance an oral argument using logical reasoning; to imagine alternative moral responses to complex social problems; and to navigate values conflicts and lead effectively in one's personal, professional, and civic lives. If this language sounds familiar, that is because it is taken directly from the

Indiana Statewide Transfer General Education Core. Nor is its use here in any way contrived: an Ethics Minor would uphold directly the General Education Core, in just the same way that it would embody IUPUI's commitment to the Principles of Undergraduate Learning (PULs) and especially PUL 6: Values and Ethics.

Restrictions

Is the minor open to all majors for a baccalaureate degree? Yes No

Note: students may share a maximum of 3 credits between their major and the ethics minor.

If the minor is not open to all programs, please explain the limitation:

Rationale

Rationale for minor:

(Please include the program's goals and objectives.)

The Ethics Minor curriculum is designed to provide students of diverse major fields of study with a way to focus and develop their interest in ethics by offering them two core courses on ethical theory and methods and by advising them in the selection of approved courses that ultimately will help ensure successful execution of both future professional duties and personal endeavors. Students will learn how the abstract terms of ethical theory and traditions of ethics play out in practice as well as how the theoretical assumptions and practical realities of interdisciplinary work inform and constrain ethical argumentation. This minor enables students to understand ethical principles within diverse cultural, social, environmental and personal settings, and it helps them to make informed and principled choices and to foresee the consequences of those choices.

Explain how the minor upholds IUPUI's mission and vision:

The Ethics Minor emphasizes developing critical analytical and evaluative skills in the context of dealing with emerging practical problems in medicine, law, the environment, public policy, and business, while also focusing on the value questions of everyday life, interpersonal relationships, and issues associated with making meaningful choices. As such, the study of values in this minor encapsulates and upholds the mission of IUPUI by both advancing the intellectual growth of its students and promoting its vision of being a leading urban research institution dedicated to intellectual and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. By promoting dialogue among students about divisive questions, the Ethics Minor also will serve to promote the SLA mission of exchanging knowledge that

promotes understanding of the human experience. This is reflected in the fact that the Ethics Minor pays direct tribute to PUL 6: Values and Ethics and also fosters the Indiana Statewide Transfer General Education Core by including classes aimed directly at promoting the Foundational Intellectual Skills of written communication, speaking and listening.

Potentially Relevant IUPUI Principles of Undergraduate Learning

PUL 6: Ethics and Values

The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

Outcomes for PUL 6

Understanding values and ethics is demonstrated by the students' ability to

- make informed and principled choices and to foresee consequences of these choices;
- explore, understand, and cultivate an appreciation for beauty and art; and
- understand ethical principles within diverse cultural, social, environmental, and personal settings.

PUL 5: Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Outcomes

Understanding society and culture is demonstrated by the students' ability to

- Compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- Analyze and understand the interconnectedness of global and local communities; and
- Operate with civility in a complex world.

PUL 2: Critical Thinking

The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

Outcomes

The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to

- apply,
- analyze,
- evaluate, and
- create

knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

PUL 3: Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes

Integration and application of knowledge are demonstrated by the students' ability to

- Enhance their personal lives;
- Meet professional standards and competencies;
- Further the goals of society; and
- Work across traditional course and disciplinary boundaries.

PUL 4: Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Outcomes

Intellectual depth, breadth, and adaptiveness are demonstrated by students' ability to

- Show substantial knowledge and understanding of at least one field of study;
- Compare and contrast approaches to knowledge in different disciplines;
- Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Describe how the minor enhances what the department or unit currently has:

The Ethics Minor enhances what the Philosophy Department currently has in at least two distinct ways. First, it packages existing courses into something that students both in and outside the department can use to enhance their marketability and to build their resumes for future education. As such, it provides the department with a new focal point with which to enhance enrollments. Second, it dovetails with existing programs like the bioethics MA and has the potential to create meaningful synergies with the IU Center for Bioethics.

For other participating departments and programs, the Ethics Minor highlights courses that will attract students from across the IUPUI campus with interests in ethics. The minor also provides a structure of learning outcomes that promote students' interdisciplinary training, and it communicates to the campus and prospective students the importance that the School of Liberal Arts puts on moral reasoning and ethical practice in such areas as civil rights, environmental sustainability, professional standards, and the common good.

Prerequisites and Required Courses

Total credits required for minor: 15 (5 courses, 3 credit hours per course)

Are prerequisites required for minor? (if yes, please list) ___Yes ___x___ No

Required courses:

One required introductory course:

PHIL-P120 Ethics (3 cr)—*Online version in place*

One required theory course:

PHIL-P326 Ethical Theory (3 cr)—*Online version in development*

One required ethical, political and social traditions course (here are proposed examples):

PHIL P-240 Business and Morality: Ethics in Context—*Online version in development*

PHIL-P323 Society and State in the Modern World

PHIL-P325 Social Philosophy

PHIL-P394 Feminist Philosophy

POLS-Y215 Introduction to Political Theory

REL-R257 Introduction to Islam

REL-R367 American Indian Religions

REL-R369 Love, Sex, and Justice

REL-R393 Comparative Religious Ethics

Elective or substitute courses (Liberal Arts):

At least two Values/Ethics oriented courses from within the School of Liberal Arts. [One course from outside Liberal Arts may be taken in place of **one** of these courses; see next category.] *

For example:

ANTH-E300 Culture Areas and Ethnic Groups

ANTH-E411 Wealth, Exchange, and Power in Anthropological Perspective

ANTH-A462 Truth & Reconciliation

COM-M150 Mass Media and Contemporary Society

COM-C394 Communication and Conflict

COM-C481 Current Issues in Organizational Communication

ENG- W377 Writing for Social Change

GEO-G310 Human Impact on Environment

HIST-A402 Readings in American Environmental History

HIST-B426 Genocide and its Origins

JOUR-J361 Issues in Sports Journalism

JOUR-J475 Race, Gender & the Media

JOUR-J410 The Media as Social Institutions

PHIL-P110 Introduction to Philosophy—*Online version in development*
 PHIL-P220 Social Ethics
 PHIL-P237 Environmental Ethics—*Online version in development*
 PHIL-P325 Social Philosophy
 PHIL-P393 Biomedical Ethics—*Online version in place*
 PHIL-P394 Feminist Philosophy
 PHIL-P493 Topics in Biomedical Ethics
 POLS-Y305 Constitutional Rights and Liberties
 POLS-Y215 Introduction to political theory
 REL-R314 Religion and Racism
 REL-R383 Religions, Ethics, U.S. Society
 REL-R384 Religion, Ethics, and Health
 REL-R386 Consumption, Ethics, and the Good Life
 REL-R393 Comparative Religious Ethics
 SOC-R121 Social Problems
 SOC-R240 Deviance and Social Control
 SOC-R461 Race and Ethnic Relations
 SOC-R463 Inequality and Society
 SOC-R467 Social Change

Elective or substitute courses (outside of Liberal Arts):

One Values/Ethics oriented course from outside the School of Liberal Arts may count toward the requirements of the Ethics Minor. [It will count in place of **one** of the Values/Ethics courses in Liberal Arts mentioned above.]

For example:

EDUC-E201 Multicultural Education/Global Awareness
 EDUC-H341 American Culture and Education
 HETM 49300 Ethics and Professionalism for BMETS (Biomedical Engineering)
 ECET 49300 Ethics and Professionalism in Technology
 CEMT 30200 Construction Law and Ethics (Pre-requisite: CEMT 12000)
 ECE 40100 Engineering Ethics and Professionalism
 GEOL-G 132 Environmental Problems
 HPER-P402 Ethics in Sport
 INFO-I453 Computer and Information Ethics
 LSTU-L314 Ethical Dilemmas in the Workplace
 LSTU-L385 Class, Race, Gender & Work
 NURS-S474 Applied Health-Care Ethics

OLS 26300 Ethical Decisions in Leadership
 PBHL-H474 Health Administration Ethics Seminar
 PHST-P 401 Ethics & Values of Philanthropy
 PSY-B203 Ethics and Diversity in Psychology
 SPEA-J201 Theoretical Foundations of Criminal Justice
 SPEA-V310 Environmental Justice
 SPEA-V412 Leadership and Ethics

Each of the above departments within and outside of the School of Liberal Arts was contacted by the chair of the philosophy department for input on the list, and to confirm the availability of their respective courses.

Courses not listed may still count toward the requirements of the Ethics Minor with approval of the Program Director.

Moreover, courses can be added to the current list of those fulfilling the Ethical, Political and Social Traditions requirement. The coordinating committee for the Ethics Minor is charged with reviewing and approving them. The courses in this track should explicitly advance the Learning Outcomes related to mastery of traditions under Objective 2 (below). Departments, programs or individual faculty who would like their courses to fulfill this requirement will submit a syllabus and a brief explanation of how course readings, topics, assignments and activities support these specific Learning Outcomes. Courses will be submitted for review by May 31, 2018 for inclusion in this proposal, and then going forward by September 30 for inclusion in the next spring or summer terms and by January 31 for inclusion in the next fall term.

Are all new courses needed for the program already approved? There are no required new courses. If not, have the new courses completed the remonstrance process?

Learning Outcomes, Experiences, and Assessment

List expected student learning outcomes for the minor:

The Ethics Minor will fulfill four principal objectives. Students will demonstrate attainment of these objectives through specific learning outcomes as follows:

Objective 1: Cultivate skills of moral reasoning

Outcomes: Students who complete the Ethics Minor will be able to:

- identify and evaluate ethical principles, norms, premises, claims, and conclusions in moral arguments

- formulate and assess ethical analogies and distinctions across multiple issues, problems, cases, and contexts
- recognize and account for specific appeals to authority and the use of rhetoric, language, symbols, and other means of persuasion in moral reasoning

Objective 2: Demonstrate mastery of distinct ethical theories and diverse traditions of ethics

Outcomes: Students who complete the Ethics Minor will be able to:

- name and explain the gist of major ethical theories and apply them comparatively to cases
- identify, explicate, and compare core components (e.g., ethical assumptions, ethical norms, concepts, virtues, practices, and ideals) of historical traditions (e.g. religious, political or social) of human flourishing
- understand distinct conceptions and applications of major ethical concepts like justice, beneficence, autonomy, common good, or other concepts appropriate to a particular historical tradition of ethics.

Objective 3: Develop facility with one (or more) area of applied or critical ethics

Outcomes: Students who complete the Ethics Minor will be able to:

- identify, analyze, and address the ethical issues that arise in social, political, economic, environmental, and other contexts, or explain and evaluate professional codes, standards, and rules of conduct in terms of their underlying ethical theories and traditions, or
- recognize the ideological connections that ethical theories, historical moralities, and cultural practices can have to social, political, and economic arrangements of power

Objective 4: Exercise cogent moral reasoning in writing and speaking for personal, civic, and professional goals

Outcomes: Students who complete the Ethics Minor will be able to:

- state and rebut ethical arguments clearly and persuasively in writing and speaking
- understand, assess, and justify ethical commitments and conduct in one's personal, civic, and professional lives
- articulate and defend ethical responsibilities and rights for intimates, citizens, strangers, other species, and future generations

How will learning be assessed:

[The following list offers some suggested forms of assessment; forms of assessment are – appropriately – regularly revised to fit student, instructor, and content needs.]

Papers

- Analytical Papers: Identify and explain an author's ethical premises, principles, norms, concepts, claims, and conclusions (usually, in light of his/her religious tradition) on a particular moral issue. Alternatively, define and explicate the central virtue(s) in a given ethical (religious) tradition (and apply them to resolving issues or cases).
- Comparative Papers: Put two (or more) authors' moral arguments about a specific issue into conversation. Explain the moral reasoning behind their respective conclusions (and defend one position against the other).
- Constructive Papers: Using course authors and/or outside research, argue for a specific

conclusion about a moral problem, ethical debate, or policy issue. Alternatively delineate and defend a specific moral virtue or concept and explain how it helps address a specific moral problem, ethical debate, or policy issue.

- Styles of Moral Reflection Paper: Explicate one of three major historical approaches to consumption (Mill's democratic liberalism, Marx's critical theory, or Ruskin's character ethics) and apply it to a specific case.
- Consumption Analysis Paper: Record personal consumption data and analyze and assess it in terms of personal motivations and priorities, economic tradeoffs and limitations, social and cultural influences, structural constraints, and critical course concepts.

Debates

- Informal Debates: Using assigned course materials, prepare notes stating and providing evidence for the strongest moral arguments on each side of an issue. During class debate, contribute claims, evidence, questions, or rebuttals on one side or the other.
- Formal Debates: Read court opinions, legal briefs, and/or articles articulating religious or moral arguments about an assigned court case or public policy. Write a paper analyzing a select legal, religious, or moral argument, and argue for one position in a formal debate by contributing to your group's opening claims, rationale, supporting evidence, objections, questions, and rebuttals.

Research

- Multidisciplinary Applied Action Paper: Using quality research sources, analyze a topic related to consumption by applying at least two disciplinary lenses (public policy, economics, cultural studies, or one's own major), and use specific ethical principles, concepts, or approaches to propose and defend concrete actions steps toward better consumption (or justify why no such steps are warranted).

Presentations

- Social Media Campaign Analysis: Follow a social media campaign related to American politics and religion, and analyze the use of ethical principles, values and concepts, appeals to religious tradition and authority, and other means of persuasion. Submit detailed notes outlining your analysis and assessment of the campaign's moral arguments, and present them to the class.

Exam Questions

- Short Definition and Application: Define an ethical concept or principle and explain how it applies to an author's moral argument, ethical objections, or tradition of ethics.
- Passage Explication: Explicate a detailed quotation from a course reading to explain an author's way of arguing for his or her ethical views. Identify and explain the author's sources of moral authority and other premises and assumptions, his or her ethical principles, norms, concepts and distinctions, the use of moral appeals or analogies, and any other means of persuasion (language, imagery, symbols, etc.). Sometimes students will contrast one author's moral reasoning with another author's, as exhibited in a parallel passage.
- Coherent Ethical Vision: Explain how one course author reasons morally across two or more applied issues to demonstrate the shaping influence of his/her ethical tradition and to explicate (or challenge) the coherence of his or her ethical outlook.
- Author Comparison or Dialogue: Analyze select authors from the course by comparing them or putting them into dialogue around an organizing course question. For example, in

Comparative Religious Ethics, is there evidence of a set of universal moral concerns and commitments across diverse religious traditions of the virtues? In Religion, Ethics, and Health, how do the moral arguments of religious ethicists reinforce or depart from the tradition of secular philosophical bioethics?

Explain how the effectiveness of the program as a whole will be assessed and continuously improved:

In the first stage, faculty teaching the two core courses, along with the Philosophy Department's undergraduate mentor and department chair, will work informally to keep check on components that pertain to the success of the minor. For instance, evaluation of student learning outcomes and PULs will be assessed by faculty at the classroom level and student success and satisfaction will be monitored by the department's undergraduate mentor and the department chair. That is, just as the department monitors the quality of Philosophy courses and programs through a variety of existing mechanisms—standard course quality assessment methods such as faculty peer reviews and student evaluations—the success of the proposed minor will likewise be (informally) evaluated on a semester by semester basis. During this preliminary period the Ethics Minor Proposal committee, which includes the undergraduate mentor, department chair, the main PHIL-P120 instructors, and the Religious Studies Department chair, will review courses being proposed for inclusion in the Ethics Minor. This committee will also keep an eye out for any challenges that arise and will be mindful of what improvements may be needed, communicating with one another accordingly.

After the four-year mark, a more formal evaluation of the Ethics Minor will take place: the department chair will convene meetings with the Ethics Minor Proposal committee members to gather the relevant data and evaluate the success of the program.

In addition, departmental programs (majors, minors, and courses) are regularly reviewed by the Program Review and Assessment Report Committee (PRAC). Accordingly, the most formal evaluation of the minor will take place during and within the context of the department's next Program Review. At that time, evaluation of the programmatic outcomes will be performed by the undergraduate mentor, the chair, campus institutional research, as well as a group of external reviewers.

The Philosophy Department's undergraduate mentor is the point person for advising students pursuing an Ethics Minor. As soon as a student declares an Ethics Minor through the School of Liberal Arts' online declaration form, the undergraduate mentor will be informed. He or she will contact the student to offer assistance and will maintain records of student applications, performance and completion. As the minor grows, the mentor may need to connect students to other faculty able to advise students of his/her special areas of interest.

Explain how the program offers opportunities for students to earn RISE credit (optional):

Faculty and Resources

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? Yes. If not, justify resource requirements.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated).

No additional funds are needed to implement the Minor in Ethics. Along with a new 200-level course that has been developed, PHIL P-240 Business and Morality: Ethics in Context, the minor utilizes existing courses that are regularly offered by the Department of Philosophy and other departments included in the proposal.

Potential Negative Impact

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

While the Ethics Minor is situated in the Philosophy department, every department in the School of Liberal Arts offers courses that can be used to fulfill the requirements of this minor. Receiving credit toward the Ethics Minor provides additional incentive for students to enroll in courses that satisfy its requirements. It is therefore expected that this collaborative effort will only benefit departments and programs in the School of Liberal Arts.

Is there any duplication of existing courses or programs in other schools? If so, please describe.

Since all of the courses that fulfill requirements for the Ethics Minor (those in the School of Liberal Arts as well as those in other Schools) are already long-standing approved courses, it is expected that the issue of possible duplication has already been addressed. The Ethics Minor curriculum does not introduce any new potential for duplication of existing courses or programs in other Schools.

At least eight schools outside of Liberal Arts offer courses that address the general topic of Ethics. However, the courses offered in other Schools are sufficiently different from those within the School of Liberal Arts that no duplication results from the Ethics Minor curriculum. One important difference, for example (reflected in the different primary PULs for Liberal Arts and non-Liberal Arts courses), is that most of the courses outside Liberal Arts are specialized profession-oriented courses (e.g., Education, Engineering, Nursing, etc.) in which much of the focus is understandably placed on professional codes of conduct. Liberal Arts courses, however, cultivate skills of reasoning, awareness and social responsibility (e.g., moral reasoning, critical thinking, diversity and multiculturalism, etc.). As such, Liberal Arts courses and courses outside the School are a valuable complement to one another. Since the Ethics Minor encourages students to include courses from outside of Liberal Arts, the curriculum can be more appropriately tailored to their needs.

Additional Comments and Information

Additional comments or information:

Contact Information

Contact person for this minor: J. Gregory Keller
Contact person's email: jgkeller@iupui.edu
Contact person's phone number: Office – (317) 278-5738