**Master Syllabus for University Studies Course Proposal for Cluster 4A**

***(Revised on July 23, 2012)***

**HON-101: Scholarship in Community**

**Course Overview:**

Utilizing a multidisciplinary approach, this course will explore the relationship between scholarly inquiry and community. What are the responsibilities that accompany scholarly and professional service? What are the various ways one can understand the notion of a community within one's respective scholarly field, and what role do scholars serve within the broader communities of which they are a part? How are communities defined and redefined over time? How do a community’s norms impact scholarship within that community, and how do individual scholars impact community norms? What do we mean when we talk about diversity, and what is the relationship between diversity and community? What are the opportunities and problems that arise when individuals seek to maintain membership in multiple communities at the same time? What are the responsibilities that the scholar members of a community owe to one another, to future members of the community, and to the members of other communities? What is the relation between UMD and its surrounding environment?

This course will incorporate a service-learning component. Service-learning is a chance for future scholars and professionals to learn from all disciplines how their knowledge and skills-to-be are applicable to the real world. One example of a possible service learning project involves tutoring elementary students at the Letourneau Elementary School in Fall River. This exercise will allow us to apply our discussions of the relationship between scholarship and community directly to the “real world” in and around UMass Dartmouth, and will help us to understand how personal experience influences our ethical values, our perceptions of diversity, and our beliefs about our responsibilities and obligations toward the communities of which we are part.

**Learning Outcomes:**

**Course Specific Learning Outcomes:**

After completing this course, students will be able to:

1. Explain how community service involvement reflects personal values and affects the broader community.

2. Describe the variety of relationships among scholarly inquiry and community, including the ways in which different understandings of community influence one another and contribute to valuable scholarly inquiry.

3. Describe the variety of relationships among individual beliefs, cultural and value diversity, and community, drawing upon examples from across the disciplines.

4. Clearly define and explain differing multidisciplinary understandings of the concept of community.

5. Clearly articulate and defend their own beliefs about their own responsibilities as professionals and scholars.

6. Apply learning to the real world by extending the boundaries of the classroom and connecting theory with practice by way of successfully completing a service-learning project.

**University Studies Learning Outcomes:**

After completing this course, students will be able to:

**Cluster 4A:**

1. Explain different perspectives on: a) what is means to be human and how the significance of human existence has been understood; b) the nature of human relationships and how these relationships are evidenced in regard to the broader world; or c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.

3. Locate, analyze, summarize, paraphrase, and synthesize material form a variety of sources.

4. Evaluate arguments made in support of different perspectives on human questions and contexts.

**Examples of Possible Texts and/or Assigned Readings:**

Sandel, Michael J. (2009). *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux.

Arthur, John (1984). "World Hunger and Moral Obligation," in Timmons (Ed.), *Disputed Moral Issues*

(2006). Oxford: Oxford UP. Pp. 458-461.

Berlin, Isaiah. (1958). "Two Concepts of Liberty." Pp.1-10, 29-32. (Originally appeared in *Four Essays*

*on Liberty* (1969). Oxford: Oxford UP. Pp. 118-172.)

Buchanan, Allen (1998). "Community and Communitarianism," in Craig (Ed.), Routledge Encyclopedia

of Philosophy. London: Routledge. <http://www.rep.routledge.com/article/S010>.

Dewey, John (1916). "Education as a Necessity of Life," in *Democracy and Education*. New York: Free

Press. Pp.1-9.

Dewey, John (1916). "The Democratic Conception in Education," in *Democracy and Education*. New

York: Free Press. Pp.81-99.

Munson, Ronald (2004). "Foundations of Bioethics: Ethical Theories, Moral Principles, and Medical

Decisions," in *Intervention and Reflection: Basic Issues in Medical Ethics, Seventh Edition*. Belmont: Thomson Wadsworth. Pp. 743-755, 782-784.

Nagel, Thomas (1979). "Moral Luck." Pp. 352-358. (Originally appeared in *Mortal Questions*.

Cambridge: Cambridge UP. Pp. 24-38.)

Nozick, Robert (1974). “Minimal State,” in Cottingham (Ed.), *Western Philosophy: An Anthology* (1996).

Oxford: Blackwell. Pp.522-528.

Rawls, John (1958). "Justice as Fairness," in Sher and Brody (Eds.), *Social and Political Philosophy:*

*Contemporary Readings* (1998). Belmont: Wadsworth. Pp.517-533.

Singer, Peter (1972). "Famine, Affluence, and Morality," in Timmons (Ed.), *Disputed Moral Issues*

(2006). Oxford: Oxford UP. Pp. 453-457.

Taylor, Charles (1985). "Atomism and the Primacy of Rights," in Sher and Brody (Eds.), *Social and*

*Political Philosophy: Contemporary Readings* (1998). Belmont: Wadsworth. Pp. 725-738.

**Sample Course Outline:**

Week 1 : Introduction to course Chapter 1 of *Justice*

Week 2 : Community Buchanan reading

Week 3 : Community and Education Dewey reading

Positive and Negative Liberty Berlin reading

Week 4 : Communitarianism & Atomism Taylor reading

TRAINING FOR LETOURNEAU

Week 5 : Communitarianism & Atomism Chapter 9 of *Justice*

TUTOR AT LETOURNEAU

J1 (Dewey) due

Week 6 : Communitarianism & Atomism Chapter 10 of *Justice*

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J2 (Chapter 9) due

Week 7 : Virtue Ethics Munson reading pp.782-784 & Chapter 8 of *Justice* TUTOR AT LETOURNEAU

J3 (Chapter 10) due

Week 8 : Utilitarianism Munson reading pp.743-749 & Chapter 2 of *Justice*

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J4 (Chapter 8) due

Week 9 : Deontology Munson reading pp.750-755& Chapter 5 of *Justice*

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J5 (Chapter 2) due

Week 10: Moral Luck Nagel reading

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Abstract due

J6 (Chapter 5) due

Week 11: Affluence and Poverty Singer/Arthur readings

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J7 (Nagel) due

Week 12: Libertarianism Nozick reading & Chapter 3of *Justice*

Annotated Bib due

J8 (Singer/Arthur) due

Week 13: Markets and Morals Chapter 4 of *Justice*

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Outline due

Week 14: Social Welfare Liberalism Rawls reading& Chapter 6 of *Justice*

TUTOR AT LETOURNEAU

Rough Draft due

J9 (Nozick/Chapter 3) due

Week 15: Summary

Peer Review due

J10 (Rawls/Chapter 6) due

Finals Week: Final paper due

**Sample Assignment.** Please note that different instructors will each design their own equivalent assignments to satisfy each of the University Studies Learning Outcomes. The following assignment is an example or template for how an assignment might satisfy the outcomes.

**Sample: Six-Stage Paper Assignment**

**(satisfies University Studies Learning Outcome 4A-1abc, 2, 3, 4)**

The term paper assignment is over a topic related to the assigned course readings. Each student may choose their own topic, but it must be approved by the instructor *by the assigned deadline*, date to be announced by the instructor.

Your analysis of your chosen topic *must* include the following elements:

1. How does your topic illuminate different perspectives on the nature of human relationships and how these relationships are evidenced in regard to the broader world?

2. What ethical issues arise in your topic? How can differing ethical perspectives be applied to the topic? What are the strengths and weaknesses of these different perspectives?

The term paper assignment consists of a 6-stage process, with an abstract, an annotated bibliography, an outline, a rough draft, a peer-review, and the final paper:

***Stage 1*:** A 1-page abstract explaining the topic of your paper, accompanied by your working thesis statement (which may end up being modified at a later stage).

***Stage 2*:** An annotated bibliography with a minimum of 5 sources, only 2 of which can come from class readings (as long as you have 3 outside sources, you can use more than 2 sources from class readings). In this annotated bibliography, you must not only summarize the view in the reading, but you must also explain how you plan to use this reading within the context of your paper.

***Stage 3*:** A detailed outline of your entire paper, including a clear thesis statement.

***Stage 4*:** A rough draft of your entire paper. This draft will not only be graded by the instructor, but it will also undergo a round of peer review by one of your classmates.

***Stage 5*:** You will also review someone else's paper and you will be graded on the quality of your peer review of your classmate.

***Stage 6*:** Final Paper.

Deadlines for each of these assignments will be posted on MyCourses and announced in class. Your final paper should be around 5-7 typed, double-spaced pages in length and will be graded according to grammar, style, clarity, accuracy, and completeness.