

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 460 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 460 to the cultural literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SOCI 460 Ethics and Social Issues
Terms offered:	Spring
Catalog description:	An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving. Same as GERO 460/GERO 560 .
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	None
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This is a course in social ethics that requires students to interpret, discuss, and defend their ethical and moral stances on controversial topics in society. As such, it includes philosophical and theological reflection from a diverse set of perspectives, including the classical western tradition and Christianity, but also with significant portions of reading and assigned material that critiques this material from the perspective of oppressed and marginalized peoples.

Through their reading on controversies in social ethics from a variety of perspectives, students become competent in describing, using, and analyzing the discourse of diverse populations. Students come to understand, appreciate, and critically address complex issues of social ethics from multiple perspectives. They also question their own cultural backgrounds and assumptions, putting these in conversation with the work and thinking of people and groups who do not share their experiences and frameworks.

In their written work and classroom discussion, students connect social and historical context to divergent cultural perspectives on controversial social issues. Students also examine and critically evaluate normative ethical statements, such as the Universal Declaration of Human Rights.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).

- Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions,

shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.)
Outcome B2	Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
Outcome B3	Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Blog Post #2 Assignment: Liberation Theology and an Ethic “Para Joder”
Outcome B2	Social Ethics Position Paper Assignment
Outcome B3	Miguel de la Torre reading, critical analysis of theologies of liberation (class discussion)

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Ethics and Social Issues
SOCI 460
Spring 2022—Sherrod Building 208
Class Times: MWF 2:00-2:50 PM

Personal Stuff:

Dr. Vic McCracken

Office: CBS 226

Office Hours: MWF 8-9 AM

T R 1-3 PM

Phone (office): (325) 674-3718

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The ACU Promise:

ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

ACU's Mission: To educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences:

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Mission of the Dept. of Communication and Sociology:

Our mission is to create excellent and ethical communicators, transforming lives through teaching, scholarship and service.

Texts:

Vic McCracken, ed., *Christian Faith and Social Justice: Five Views* (New York: Bloomsbury, 2014).

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

Electronic readings (supplied by instructor)

Course Description:

An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving.

Student Learning Outcomes:

Sociology Program Objective 7: Upon completion of the course, you should be able to demonstrate an ability to ethically analyze controversial social issues.

Outcome 7.1

Demonstrate an understanding of the meaning of philosophy, its relationship to the study of ethics, and the meaning of key terms regarding ethics and morality.

Measured by Reading Quizzes, Midterm and Final Exam

Outcome 7.2

Demonstrate an understanding of 4 rival theories of justice, illuminating relevant differences and describing how these differences translate into different moral conclusions.

Measured by Reading Quizzes, Midterm and Final Exam.

Outcome 7.3

Demonstrate the deliberative virtues necessary to engage in reasoned discussion about controversial issues

Measured by in-class discussion.

Outcome 7.4

Demonstrate a capacity to accurately analyze and critique a moral argument on a social issue.

Measures by blog responses and minipaper.

Outcome 7.5

Demonstrate an ability to think critically about the relationship between Christian faith and social ethics.

Measured by blog responses and minipaper.

Course Assignments

- 1. Reading Quizzes/Worksheets (100 points):** Over the course of this semester you will take 12-13 reading quizzes (or complete reading worksheets) that will assess your knowledge of key concepts covered in your daily reading assignments. Each quiz/worksheet will be worth 10 points. Your 10 highest quizzes/worksheets will be counted toward your final course grade).
- 2. Course Exams (200 points):** You will be taking two exams over the course of this semester, a midterm and a final exam. Each exam will be worth 100 points and will assess your knowledge of major course concepts as well as your ability to relate these concepts to a range of social issues.

3. Social Justice paper (200 points): This semester you will write a 5-6 page paper in which you apply concepts from this course to a social issue of your choice. This assignment will require you to rely on external sources and will consist of the following submissions. Your professor will provide you with more detailed descriptions of the individual assignments during the semester:

- (1) Topic description assignment (25 points)
- (2) External source assignment (25 points)
- (3) Paper outline assignment (50 points)
- (4) Final paper assignment (100 points)

4. Blog Posts (150 points): This semester you will submit three responses to blog prompts that will assess your ability to think critically about the role that Christian faith plays in forming a personal vision of and commitment to social justice.

5. In-class Discussion Grade (50 points): Over the course of this semester you will have substantial opportunity to engage in reasoned conversations with your peers in this course about a variety of social issues. You will be assessed on your ability to contribute constructively to these conversations.

General Grading Rubric

At the end of the semester, I will tabulate points and assign grades according to the following rubric (note: I use the same rubric in evaluating individual assignments):

100-90% A
 outstanding

Excellent in all or nearly all aspects. Flawless knowledge, deep comprehension, critical analysis and evaluation, creative synthesis, and mature application. Full test answers reflect the breadth of pertinent material to which student has been exposed and nuanced reliance on primary materials. Creatively relates material to other areas of knowledge and practice, exhibiting a high level of interdisciplinary skill.

89-80% B
 good

Good in most aspects, though not marked by superiority throughout. Accurate knowledge and good comprehension, exhibiting analysis and evaluation, good synthesis with perhaps the beginnings of application. Good but partial test answers, reflecting comprehension of the most crucial components of pertinent material, with good comprehension and regular reference to primary sources. Where appropriate, makes realistic application, showing some interdisciplinary sensitivity.

79-70% C
 decent

Competent in most aspects with some occasional lapses, mostly relating to knowledge and comprehension. Somewhat deficient test answers, reflecting awareness of only one or two of the most crucial components of the material and scarcely nuanced by reference to sources. Applications are fairly reasonable, but do not have much interdisciplinary creativity or their appropriateness is questionable.

69-60% D
inadequate

Shows some effort, but most areas are so marred by technical problems or flaws in thinking or development that the work cannot be considered competent. Applications are unrealistic and severely underdeveloped. Test answers provide little information, make major mistakes, and exhibit little or no developed thought.

<60% F
failing

Shows little or no effort, with substantial lapses that reveal lack of comprehension, illogical thinking, or an utter disregard for the course requirements. No attempts made to engage course materials in a meaningful way. Test answers are illegible or incoherent and exhibit no thoughtful exposition.

Class Policies

1. *Attendance* is expected at every class period. In the event of an emergency causing you to be away, you are responsible for the materials covered in class.

2. *Excused absences* are those caused by a university-sponsored activity, medical emergency or family tragedy. If you are absent due to a university-sponsored event, you should provide a suitable explanation in advance, which must be approved by me. Illness must be verified on the day that you return to class.

3. Concerning *unexcused absences*, you are allowed (but not encouraged to use) up to **three** unexcused absences this semester without penalty. For every unexcused absence beyond the third your final course grade will be decreased by 1/3 of a letter grade. Class will begin promptly at the scheduled time. Two tardies equal one unexcused absence. After eight absences (excused and unexcused) you will receive a failing grade for the course.

4. All assignments must be turned in by the date indicated in the course calendar. Late assignments will lose 1/3 of a letter grade for every day beyond the due date. Assignments turned in later than one week past the due date will not be accepted.

5. Academic honesty is taken for granted at Abilene Christian University. Cheating on an exam and plagiarism (i.e., submitting the work of another person as one's own) are practices incompatible with higher education, especially at a Christian university and may result in dismissal from the course with a failing grade and a recommendation of discipline to the university administration. ACU's full academic integrity policy is available for review at the Provost Office website (www.acu.edu/campusoffices/provost) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and all academic departments. Academic dishonesty includes, but is not limited to:

- a. Taking from another's work without their permission. This includes classmates and published works (whether in print or electronic form). In papers you must document all sources used, even if you do not quote from the works.
- b. The submission of a paper taken from the web.
- c. Heavily paraphrasing a source without citing the source.

6. ACU cooperates with the Americans with Disabilities Act (ADA). Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

7. The ACU Writing Center, located in the Learning Commons of the Brown Library, welcomes all students who would like assistance with their writing. The Center's trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process—from planning and drafting to formatting and editing. Services are free. You can call 674-4833 for more information.

8. Unless you request Alpha accommodations, *I do not permit laptops or mobile devices to be out in the classroom. When you enter the classroom I request that you put these devices away. Students who violate this policy will be marked absent on the day that the violation occurs.*

Course Calendar: Spring 2022

10 M	January	Introduction Syllabus Review	
12 W	January	Community and Social Justice	Sandel, ch 1.
14 F	January	<i>Watch Kevorkian Verdict documentary</i>	
17 M	January	<i>Martin Luther King Jr. Holiday (no class)</i>	
19 W	January	Social Justice: An Introduction	McCracken, Introduction
21 F	January	Epistemology Intro	Blog Post #1 due
24 M	January	Epistemology (cont.)	
26 W	January	Utilitarianism	Sandel, ch. 2
28 F	January	Utilitarianism (cont.)	
31 M	January	Utilitarianism (cont.)	Topic Description Assignment Due
2 W	February	Libertarianism	Sandel, ch. 3
4 F	February	Libertarianism (cont.)	
7 M	February	Libertarianism and Christian Faith	McCracken, ch. 1 & responses
9 W	February	Markets and Morality	Sandel, ch. 4
11 F	February	Markets and morality (cont.)	Electronic reading

14 M	February	Kantian Deontology: An Introduction	External Source Assignment due
16 W	February	Kantian Deontology (cont.)	Sandel, ch. 5
18 F	February	Open Day	
21 M	February	Political Liberalism	Sandel, ch. 6
23 W	February	Political Liberalism (cont.)	
25 F	February	Political Liberalism and Christian Faith	McCracken, ch. 2 and responses Blog Post #2 due
28 M	February	Review for midterm exam	
W	March 2	Midterm Exam	
F	March 4	Race, racism, and gender justice: Affirmative Action	Sandel, ch. 7
M	March 7	Race and Social Justice (cont.)	
W	March 9	Race and Social Justice (cont.)	McCracken, ch. 3 and responses
F	March 11	Open Day	
14 M	March	<i>Spring Break</i>	
16 W	March	<i>Spring Break</i>	
18 F	March	<i>Spring Break</i>	
21 M	March	Gender and Social Justice	Paper Outline Assignment due

23 W	March	Race, gender, and social justice (cont)	
25 F	March	Gender justice and Christian Faith	McCracken, ch. 4 and responses
28 M	March	Virtue and Social Justice	Sandel, ch. 8
30 W	March	Virtue and Justice (cont.)	
	April 1 F	Virtue, Justice, and Christian Faith	McCracken, ch. 5 and responses
M	April 4	Communitarianism	Sandel, ch. 9
W	April 6	Communitarianism (cont.)	
	April 8 F	Communitarianism (cont)	Final Position Paper Due
M	April 11	Open Topic day	
W	April 13	Politics and the Common Good	Sandel, ch. 10
F	April 15	<i>Good Friday</i>	
M	April 18	Politics and the Common Good (cont.)	
W	April 20	Politics and the Common Good (cont.)	
F	April 22	Christian Faith and the Common Good	McCracken, conclusion
M	April 25	Open Topic	Blog post #3 due
W	April 27	Open Topic	
F	April 29	Final Exam Review	

T, PM	May 3, 2-3:45	Final Exam	Final Exam