

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.

The faculty within the sociology program and the department of Bible, Missions, and Ministry are requesting to cross-list SOCI 460: Social Ethics with DBMM as BIBT 460. We believe students in both programs will benefit from the course being offered under DBMM. Dr. Rodney Ashlock wrote this note to support the change:

The DBMM supports the cross-listing of SOCI 460 as BIBT 460 so long as the faculty teaching the course has the appropriate graduate theological credentials. The course is only taught once a year, and we have the faculty to cover the section needed each year.

Rodney Ashlock

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 or 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./School ¹	College	Dean	TEC	UGEC	AVAC/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.

Revised 8-29-22

Department/School Chair(s)	
<i>Lynette Long</i> Signature	12-7-22 Approval date
<i>Rahmy Washak</i> Signature	1-17-23 Approval date

College Academic Council(s)	
<i>Jonathan Camp</i> Signature	Feb 8, 2023 Approval date
<i>Christopher R. Hicken</i> Signature	4-24-23 Approval date

Dean(s)	
<i>Major Anthony</i> Signature	Feb 15, 2023 Approval date
<i>[Signature]</i> Signature	4-24-23 Approval date

Teacher Education Council	
Chair's signature	Approval date

University General Education Council	
Chair's signature	Approval date

Abilene Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of Faculty Senate	Approval date

President	
Signature	Approval date

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

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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