## Undergraduate Programs—COURSE CHANGE REQUEST

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<tr>
<th>DEPARTMENT:</th>
<th>HONORS COLLEGE</th>
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<tr>
<td>COURSE PREFIX AND NUMBER:</td>
<td>PHI 2642</td>
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<tr>
<td>CURRENT COURSE TITLE:</td>
<td>HONORS ETHICS OF SOCIAL DIVERSITY</td>
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### CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):

- **TERMINATE COURSE (LIST FINAL ACTIVE TERM):**

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<th>CHANGE WAC/GORDON RULE STATUS</th>
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<td>CHANGE GENERAL EDUCATION REQUIREMENTS</td>
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*WAC and General Education criteria must be clearly indicated in attached syllabus. For General Education, please attach General Education Course Approval Request: [www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php](http://www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php)

**Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).**

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Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.

Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

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**Faculty contact, email and complete phone number:**

Mark Tunick, tunick@fau.edu, 68670

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**Approved by:**

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<th>Department Chair:</th>
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<tr>
<td>College Curriculum Chair:</td>
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<td>College Dean:</td>
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**ATTACHMENT CHECKLIST**

- **Syllabus** (see guidelines for requirements: [www.fau.edu/academic/registrar/UUPCinfo/](http://www.fau.edu/academic/registrar/UUPCinfo/))
- **Syllabus checklist** (recommended)
- **Written consent** from all departments affected by changes
- **WAC approval** (if necessary)
- **General Education approval** (if necessary)

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Email this form and syllabus to mjenning@fau.edu one week before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.
Description: We consider how a liberal society should treat people from diverse backgrounds: Should it ignore differences in race, gender, religion, culture, ethnicity and lifestyle and treat all people equally? Should it recognize diversity as a value actively to be promoted, or as a destabilizing threat to be suppressed? Should a liberal society tolerate illiberal communities? The course is interdisciplinary, drawing primarily on philosophy and political theory but also on literature, film, legal decisions, and the scholarship of social psychologists, economists, and historians. We will engage with theories about liberty, equality, and toleration while also emphasizing the practical implications of these theories by turning to topics such as affirmative action, racial profiling, gay marriage, hate speech codes, the cultural defense in the criminal law, and anti-pornography laws. The goal is to be able to apply various critical frameworks to contemporary social and political controversies, and to understand arguments for and against toleration.

How you'll get your grade:

This course partially fulfills the Writing Across the Curriculum (WAC) requirement for HC students. You must make a final grade of at least a C in order to receive writing credit. This means we will spend a lot of course time working on college writing, and that your grade will be based largely on your performance as a writer of college papers. We study literature in order to learn to talk, not just to read; and it turns out that the power to think depends on the resources of vocabulary, syntax, and of an individual’s power to put words together in a row. So, while we’re engaging with the words of other writers, we’ll also become writers ourselves and will be looking for that peculiar push-and-shove between “form” and “content” that will allow us to say some cool new things about what we’re doing.

I will grade your performance based on the following:

Papers: 50%
Class Participation: 25%
Internet: 25%

Thesis papers: Students will write four five-page papers, two of which will be revised in conference with the instructor, and one of which will be revised by peer-edit. I will grade these papers based on very specific criteria:

1. Cogency of analysis and effectiveness of argument;
2. Sentence mechanics;
3. Topic maintenance;
4. Transition and topic sentences;
5. Deployment of new vocabulary.

It is my practice NOT to give student prompts for college writing. Finding your topic and developing your argument is an important part of the skill set college writing asks you to acquire. But I’m more than happy to discuss your topic, in conference and in class, so don’t hesitate to ask for help as we go through this process. In recent years students have expressed increasingly a desire to “know” their grades and the method of their evaluation in detail. Here are some things to keep in mind while you work for this course: I will return each paper with very specific advice regarding the next exercise. Generally, we will be able to locate three specific technical issues that I will ask you to work on for the next paper. If you get better, your grade will get better. FAU provides several templates for daily grading, performance grids, bubble dots, and so on: if you really need me to grade you this way, I will of course. But this is a course in skill-acquisition and reading analysis, and I believe you will render the best performance and will get your optimal final grade if you work hard developing the leads I will provide on your exercises. At any time during the course I will be happy to discuss your performance and your current grade. If you’re at all concerned about my assessment of your work I urge you to speak with me about it.
Writing Across the Curriculum (WAC) General Requirements: This class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of enquiry and writing for various disciplines and professions. You must receive at least a “C” grade (not a C-) to receive WAC credit.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

I will also grade the quality of your peer-edit. By mid-semester you ought to have an idea of what I’m looking for in your writing, and you ought to be able to help your fellow students with their work. Again, if your edit is cosmetic, if you write things like “interesting” or “great” or “unclear” in the margins and stop there, I will grade you accordingly. Before we get to this I will spend a lot of time, in class and in conference, going over what I expect here. So don’t worry about this yet.

Goals: Students should leave the course with an appreciation for some of the central concerns in political theory and ethics regarding diversity and toleration, and an improved ability to think critically about these concerns and to develop arguments by citing texts and considering counterarguments.

Reading: J.S. Mill, On Liberty; Michael Walzer, On Toleration; Richard Wright, Native Son. Other readings, both required and recommended, are available either on the web or in Blackboard (BB) as indicated below from within the FAU domain or via proxy. If New York Times articles are not accessible via links below, try FAU NYT databases.

Requirements: Participation in discussions. Grading will be based on five short assignments, totaling at least 10 pages in all (5% each, 25% total), two 7-8 page papers on topics covered in the course (30% each, totaling 60%; the first paper will be turned in as a draft and again as a revision), and class participation (15%). Each unexcused absence beyond 2 will result in a reduction in one’s participation grade of 1/3 letter.

Students with disabilities: In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) --SR 110 (561-799-8010) – and follow all OSD procedures.

Academic Integrity/Honor Code: Honors College students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. Students must comply with the FAU Honor Code, found at http://www.fau.edu/ctl/AcademicIntegrity.php

See also the WHC Honor Code at: http://www.fau.edu/divdept/honcol/academics_honor_code.htm.

Note of Honors Distinction: This course differs substantially from the non-Honors version. First, the writing component of the course will be much more demanding, and will prepare students for upper-division college writing and for work on the Honors Thesis. Students will be exposed to vocabulary of a specifically theoretical nature, and will be expected to comprehend these new concepts and to deploy these new terms in their own critical thinking and writing. In addition, we will begin professionalizing our own readings and analyses of these texts. Students will be expected to familiarize themselves with the history and the ongoing critical and scholarly conversation about these works, and will give in-class presentations about critical history and about the living scholars in the field as it now stands. Students will also engage with the theoretical tools used by today’s reading community to study literature. Most importantly, this course will reflect the interdisciplinary nature of Honors education and will inculcate critical attitudes and skills that will teach you how to learn for yourself.

Schedule:
I. Theoretical Frameworks: Liberalism, Community, Traditions

Classical liberalism seeks to promote individual liberty and protects individual rights. Liberalism encourages individuals to do what they please, unconstrained by prejudice and tradition. But if everyone does whatever they like, it may be difficult to maintain traditions and ties to community. For example, it may be difficult for a Christian fundamentalist community to thrive if people within this community are permitted to gamble, use drugs, view pornography, worship Satan, or lead a homosexual lifestyle. In this introductory section we begin to think about the conflicts between liberty and social diversity on the one hand, and community, tradition and social order on the other.

A. Introduction


B. Liberalism and the value of freedom

Aug. 29: Rdg: J.S. Mill, On Liberty, chapters 1, 3, 4, 5

Aug. 31: Rdg: Isaiah Berlin, "Two Concepts of Liberty" (BB)

**Assignment 1 due.**


**Writing session to address Assignment 1 and common areas for improvement.**

Additional writing assignment: Williams, Style: Ten Lessons in Clarity and Grace, pp. 47-54 on 'Nominalizations' (up to exercise 3.7) (BB)

C. Problems with individualism, and the need for community

Sep. 7: Rdg: Etzioni, "The Responsive Communitarian Platform" (BB); Robert Bellah, "The Quest for Self" (BB); Williams, "Japan: The Price of Safe Streets" (BB)

Film: Fiddler on the Roof; Stromboli


**Assignment 2 Due.**

II. The paradox of toleration

A liberal society values individual freedom but must set some limits to those freedoms as when, for example, individuals use their freedom to cause harm to others. Must a liberal society tolerate views and practices that do not cause harm but are themselves illiberal?


**Writing session to address Assignment 2.**

Additional writing assignment: Williams, Style: pp. 96-110 on 'Stress' and 'Emphasis' (BB)

Sep. 19: Rdg: Walzer, On Tolerance


III. Race as a classification

Racial disparities and hatred have been the source of monumental political and legal conflict. We will discuss the historical background of this conflict, including the use of race as a legal classification used to discriminate against African Americans, and consider the (in)appropriateness of race as a biological category.

Sept. 28: What are race, culture and ethnicity and should we identify people on the basis of these categories?

DRAFT of PAPER 1 DUE
For those interested:
Hypertension in African Americans (Scientific American, online);
"Do races differ? Not really, genes show," *New York Times*, Aug. 22, 2000 (online);
"How Culture Molds Habits of Thought," *New York Times*, Aug. 8, 2000 (online);
"Shouldn't a Pill be Colorblind?" *New York Times*, May 13, 2001 (online); Nicholas Wade, "Race is seen as real guide to track roots of disease," *New York Times*, July 30, 2002 (online).

Oct. 3: Race and identity
Film: *Get on the Bus* (Spike Lee)
Rdg: Begin Richard Wright, *Native Son*

Oct. 5: Rdg: Richard Wright, *Native Son*
Writing session responding to common writing issues found in Paper 1 Draft.

IV. Affirmative Action

Affirmative action is an effort to redress past injustices, but in giving special preferences to minorities it arguably perpetuates stereotypes. Does affirmative action make people equal, or perpetuate inequality? Does it provide justice or perpetuate injustice?

Oct. 10: Why do some groups tend to be poorer than others?

Oct. 12: Equality in theory

REVISION OF PAPER 1 DUE

Oct. 17: Is Affirmative Action the right solution?
Rdg: Shelby Steele, *A Negative Vote on Affirmative Action* (BB); Stanley Fish, *Reverse Racism or How the pot Got to Call the Kettle Black* (BB) ; Lester Thurow, "Affirmative Action in a Zero-Sum Society"(BB)


Oct. 19: Affirmative action in the courts
For those interested: *Florida Civil Rights Initiative website*

Assignment 3 due.
V. Hate Speech Codes
May a state university restrict the liberty of people to express their dislike or hate of people who are different than them?

Oct. 24: The argument in favor of free speech: J.S. Mill's *On Liberty*

Oct. 26: Campus Hate Speech Codes

VI. Race and Criminal Justice
A disproportionate number of minorities are on deathrow; is unequal justice still justice? It is common practice for police to treat people of color with greater suspicion, based on statistical data that they are more likely to commit certain crimes. *Should* we use racial profiling?

Oct. 31: Capital punishment and racial disparities
Rdg: Steven Nathanson, *Does it Matter if the Death Penalty is Arbitrarily Administered?* (BB); Ernest van den Haag, *Refuting Nathanson* (BB)

Assignment 4 Due.


Nov. 7: Racial profiling
For those interested: *ACLU website* on racial profiling

Writing session to discuss Assignment 4 common writing problems.

VII. Gender
Women earn less than men generally and are seen by many as the target of explicit as well as less overt discrimination. In this section we consider a few of the many controversies associated with the category of gender.

Nov. 9: Gender as a category

Nov. 14: Pornography and Prostitution

VIII. Multiculturalism

Nov. 16 Amish

Nov. 21 Native Americans
Nov. 28 Islam
Rdg: Sultaana Lakiana Myke Freeman v. Florida (2005), online; Galeotti, "The Islamic veil in French Schools" (2002) (BB)

Dec. 5 Cultural Defense
Rdg: Bernice Lott, "Culture," in Multiculturalism and Diversity (BB); Maine v. Kargar; Tunick, "Can culture excuse crime?--

For those interested: Will Kymlicka, Multicultural Citizenship: A Liberal Theory of Minority Rights

Assignment 5 due.

IX. Sexual preference

Dec. 7 Same sex marriage
Rdg: Galeotti, "Same-sex Marriages" (BB); Perry v. Schwarzenegger, 704 F. Supp. 2d 921 (N.D. Cal. 2010)

Paper two due

Bibliography:
In addition to the texts listed above as required and 'for those interested':
Oakeshott, Rationalism in Politics
Rawls, Theory of Justice; Political Liberalism
Walzer, Spheres of Justice
Okin, Justice, Gender, and the Family
Guttman and Thompson, Ethics and Politics
Anderson, Race, Gender, and Sexuality
Etzioni, Rights and the Common Good
Feinberg, Harm to Others
Tunick, "JS Mill and Unassimilated Subjects"

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Created by Mark Tunick
Updated 11-7-2011