



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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**Principal Faculty Member(s) Proposing Course**

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Name	User ID	College	Department
SARAH MILLER	scm24	Liberal Arts (LA)	Not Available
CHRISTOPHER CAMERON	cdc49	Liberal Arts (LA)	Not Available
ERIC SILVER	exs44	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

**Course Designation**

(SOC 120N) Knowing Right from Wrong

**Course Information**

**Cross-Listed Courses:**

PHIL 120N(LA) PSYCH 120N(LA)

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

Abbreviated Title: Know Right/Wrong  
Discipline: General Education  
Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

- Writing/Speaking (GWS)
- Quantification (GQ)

**Knowledge Domains**

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

First-Year Seminar

**Miscellaneous**

Common Course

**GE Learning Objectives**

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

**Bulletin Listing**

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**Minimum Credits:** 3  
**Maximum Credits:** 3  
**Repeatable:** NO  
**Department with Curricular Responsibility:** Sociology (UPLA\_SOC)  
**Effective Semester:** Upon Approval  
**Travel Component:** NO

**Course Outline**

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**A brief outline or overview of the course content:**

"Knowing Right from Wrong" provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. What roles do nature and nurture play in the development of moral sensibilities? How do moral emotions and moral reasoning interact to produce moral behavior? What defines moral character and how does it influence what we do? Is it possible to derive what ought to be done from what is known about the world? How do we respond when moral demands compete with another? How do our moral convictions color our perceptions of world events? Can individuals and groups with differing moral commitments communicate with one another and live together peacefully? The course integrates perspectives from philosophy, psychology, and sociology, and prepares students to think about (and act in) a world in which morality (and its linked concepts, such as judgment of others) plays an increasingly important social and political role. Instruction will include lectures, in-class exercises, and online discussions.

**A listing of the major topics to be covered with an approximate length of time allotted for their discussion:**

Interdisciplinary course overview (1 week)  
Nature versus nurture and the "is/ought" distinction (2 weeks)  
Moral reasoning, emotions, and intuitions (2 weeks)  
Moral character and virtue signaling (2 weeks)  
Moral and immoral behaviors (2 weeks)  
Moral order and the functions of morality for society (2 weeks)  
Moral trade-offs, moral disagreements, and moral conflict (2 weeks)  
Moral transformation (2 weeks)

**Course Description:**

"Knowing Right from Wrong" provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. What roles do nature and nurture play in the development of moral sensibilities? How do moral emotions and moral reasoning interact to produce moral behavior? What defines moral character and how does it influence what we do? Is it possible to derive what ought to be done from what is known about the world? How do we respond when moral demands compete with another? How do our moral convictions color our perceptions of world events? Can individuals and groups with differing moral commitments communicate with one another and live together peacefully? The course integrates perspectives from philosophy, psychology, and sociology, and prepares students to think about (and act in) a world in which morality (and its linked concepts, such as judgment of others) plays an increasingly important social and political role. The course treats morality as both an aspirational concept and as an actual social practice, and focuses on three major themes: (1) the origins and development of moral reasoning and ethical systems, (2) the influence of moral emotions and moral intuitions on moral reasoning and behavior, and (3) the influence of social and contextual factors on moral behavior and expression. Integrating the philosopher's interest in ethics, with the psychologist's interest in the mind and body, and the sociologist's interest in groups, the course provides a comprehensive introduction to morality in contemporary society, and the ways in which it shapes the lives of people in everyday situations.

**The name(s) of the faculty member(s) responsible for the development of the course:**

1 Name: ERIC SILVER (exs44)  
Title:  
Phone:  
Address:

Campus: UP

City:

Fax:

| Name: SARAH MILLER (scm24)

Title:

Phone:

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| Name: CHRISTOPHER DARYL CAMERON (cdc49)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

"Knowing Right from Wrong" provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. Students will develop the skills needed to (1) analyze moral phenomena from philosophical, psychological, and sociological perspectives; and (2) to think about (and act in) a world in which morality (and its linked concepts, including judgment of others) plays an increasingly important social and political role.

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed.**

**The procedures for determining students' grades should be specifically identified.**

Class work will include lectures, guided discussions, group work, writing exercises, and possibly student presentations. This participatory approach is intended to deepen students' appreciation of the assigned readings, to help them understand and integrate philosophical, psychological, and sociological approaches to understanding morality, and to assist students in developing both their analytic and expressive abilities. Students will be evaluated through in-class discussions, analytical writing assignments, exams and quizzes. A possible grading break-down would be: written and oral discussion of reading, 10%; quizzes, 10%; written work, 30%; exams, 50%.

### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course is designed to stand alone, but it will also complement the core introductory courses in philosophy (PHIL 001 Basic Problems of Philosophy), psychology (PSYCH 100 Introductory Psychology), and sociology (SOC 001 Introductory Sociology), as well as more focused introductory courses, such as PHIL 003 (Persons, Moral Values, and the Good Life) and SOC 005 (Social Problems). No prerequisites are required, and there are currently no plans for this course to serve as a prerequisite for other courses in the curriculum.

### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course is designed as an inter-domain General Education course in the domains of Humanities and Social and Behavioral Sciences. It may ultimately contribute to the major, option, or minor in philosophy, psychology, or sociology, or as a service course for other departments, but currently there are no plans for it to do so.

### **A description of any special facilities:**

None.

### **Frequency of Offering and Enrollment:**

"Knowing Right from Wrong" will be offered either once per semester or once year depending on demand, with an enrollment of 100-200.

## Alignment with General Education Objectives

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

**CRITICAL AND ANALYTIC THINKING \*AND\* INTEGRATIVE THINKING:** The three disciplines featured in this integrative studies course (philosophy (GH), psychology (GS), and sociology (GS)) each ask unique questions and utilize unique methods of inquiry regarding moral phenomena. Philosophers tend to use reasoned arguments to develop and justify ethical systems and codes of conduct; psychologists tend to use laboratory experiments and surveys to identify personal (and sometimes biological) characteristics and contextual factors that influence moral conduct; and sociologists tend to use social observation, large surveys, and big data to examine morally-relevant behavior in real-world settings. For each topic covered, students will be exposed via readings and lectures to the methods and findings of each discipline, with special attention paid in lectures, assignments, and exams to points of agreement and tension among them. Students will be assessed through writing assignments and exams on their ability to critically evaluate each discipline's viewpoint, and to use their newly acquired interdisciplinary understanding to evaluate and propose solutions to real-world moral problems.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING:** The course will use real-world moral/ethical problems and scenarios (some generated by students themselves) in order to demonstrate and apply the knowledge and methods of the three disciplines (philosophy, psychology, and sociology). The final project for the course may ask students to draft a moral code to govern their own lives or the lives of others, one that they would justify and critique using ideas derived from each of the three disciplines. There may also be a group project in which student teams develop a moral code for a particular setting (such as a campus, marriage, sports team, fraternity, etc.) and present that code to the class. The course will thus prepare students to think about (and act in) a world in which morality (and its linked concepts, such as judgment of others) plays an increasingly important social and political role.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Assessment will take place via three primary forms (in the large class format imagined here):

1. Exams will include questions that test students' abilities to remember and apply the INTEGRATIVE approaches and concepts learned during the course; exams will also test CRITICAL AND ANALYTICAL THINKING as students apply their integrative understanding to new situations or cases. By having students move back and forth between GS (psychological and sociological) and GH (philosophical) thinking, we will also show how these forms of knowledge complement each other and can be INTEGRATED to achieve a more comprehensive understanding of the material.
  2. Class discussions will address all of the above aspects by giving students opportunities to ask and answer questions, and to discuss challenges with fellow students.
  3. Online short writing assignments will give students the opportunity to practice their CRITICAL, ANALYTIC, and INTEGRATIVE thinking skills in all respects; these will also allow the instructor to evaluate students' development in these areas over the course of the semester.
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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

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**Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas**

**Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses**

Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

**What components of the course will help students achieve the domain criteria selected above?**

1. Students will become conversant in the METHODS OF INQUIRY philosophers (GH) use to create, study and critique ethical systems, and will demonstrate how these compare to the METHODS OF INQUIRY used by psychologists and sociologists (GS) to study moral intuitions, reasoning, and behavior. Students will develop their ability to DISTINGUISH AMONG THE METHODS used by the three disciplines and to IDENTIFY POINTS OF SYNERGY AND TENSION among them, thereby learning to discern how the contributions of philosophers (GH) COMPLEMENT INQUIRY in psychology and sociology (GS).

2. For each topic covered, students will be assigned foundational readings in philosophy, psychology, and sociology. Through lectures and written assignments students will learn to CRITICALLY EVALUATE the humanistic approach of philosophers (GH) using concepts and findings from psychology and sociology (GS).

3. The course will include key readings in morality from philosophy, psychology and sociology. Through readings, lecture, and written assignments students will learn to CRITICALLY EVALUATE the humanistic approach as exemplified by the discipline of philosophy (GH), and to IDENTIFY AND EXPLAIN THE MORAL AND ETHICAL DIMENSIONS of its theories, methods, and conclusions.

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## GS Criteria

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Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

**What components of the course will help students achieve the domain criteria selected above?**

1. Students will become conversant in the METHODS OF INQUIRY psychologists and sociologists (GS) use to study morality, and will demonstrate how they compare to the METHODS OF INQUIRY used by philosophers (GH). Students will demonstrate their ability to DISTINGUISH AMONG THE METHODS used by the three disciplines and to IDENTIFY POINTS OF SYNERGY AND TENSION among them, thereby learning to discern how the contributions of psychologists and sociologists COMPLEMENT (or contradict) INQUIRY in philosophy.

2. The course will cover major FOUNDATIONAL THEORIES and BODIES OF WORK in moral psychology and the sociology of morality. Students will learn to IDENTIFY and EXPLAIN these theories via lectures and written assignments.

3. Through readings, lectures, and written assignments, students will learn to identify the MANY FACTORS THAT INTERACT to influence moral decision making and behavior. Drawing on the disciplines of philosophy (GH), psychology (GS), and sociology (GS) provides a rich and comprehensive set of factors to focus on.

4. For each topic covered, the course will emphasize ETHICAL IMPLICATIONS for individuals and for society. This will be done in class and through writing assignments and course projects.

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## Integrative Studies

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**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

1. Students will become conversant in the METHODS OF INQUIRY psychologists and sociologists use to study morality, and will demonstrate how these compare to the METHODS OF INQUIRY used by philosophers. Students will demonstrate their ability to DISTINGUISH AMONG THE METHODS used by the three disciplines and to IDENTIFY POINTS OF SYNERGY AND TENSION among them, thereby learning to discern how the contributions of psychologists and sociologists COMPLEMENT INQUIRY in philosophy.

2. The course will cover major FOUNDATIONAL THEORIES and BODIES OF WORK in moral psychology and the sociology of morality. Students will learn to IDENTIFY and EXPLAIN these theories via lectures and written assignments.

3. Through readings, lectures, and written assignments, students learn to identify the MANY DIFFERENT FACTORS THAT MAY INTERACT to influence moral decision making and behavior. Drawing on the disciplines of philosophy, psychology, and sociology provides a rich and comprehensive set of factors to focus on.

4. For each topic covered, the course will emphasize ETHICAL IMPLICATIONS for individuals and for society. This will be done in class and through writing assignments and course projects.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The perspectives of philosophers, psychologists, and sociologists will be presented during each topic covered in the course, supported by readings or other media from each discipline that are approximately equal in length and difficulty. Written assignments, exams, and the final project will require students to integrate knowledge from the three disciplines by applying theories, methods, findings, and terminologies from each, and bringing two or more together to critically analyze or propose solutions to real-world moral problems.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be**

**taught by an instructor (or instructional team) with appropriate expertise in both domains.**

This course was developed by three faculty members with active research agendas in the study of morality: Sarah Clark Miller in philosophy, Daryl Cameron in psychology, and Eric Silver in sociology. The course would be cross-listed in the departments of philosophy, psychology, and sociology. The course is designed to be taught by a single faculty member whose background includes in-depth exposure to the knowledge domains of all three disciplines (this standard applies to the three faculty members listed above, and may be true of others as well).

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Students will learn to APPLY and INTEGRATE theories, methods, findings, and terminologies from philosophy, psychology, and sociology, and to bring two or more together to analyze and/or propose solutions to real-world problems. They will also identify points of conflict and tension among the disciplines. This ability will be assessed via WEEKLY WRITING ASSIGNMENTS, EXAMS, and a FINAL PROJECT, which may or may not include individual or group PRESENTATIONS. Weekly writing assignments will ask students to articulate an integrated understanding of particular aspects of morality using ideas from the three disciplines and to apply that understanding to real-world scenarios and problems. Short daily journal entries will enable students to connect course material to moral issues they encounter in everyday life. Exams will ensure that students understand key terminologies, methods, and findings from the three disciplines and that they can draw connections among them, including identifying synergies and points of tension. For their final projects, students may be asked to develop a moral code for themselves and justify and critique that code using ideas and findings from the three disciplines. There may also be a group project in which student teams develop a moral code for a particular setting (such as a campus, marriage, sports team, fraternity, etc.) and present that code to the class.

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**General Education Designation Requirements**

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**Bachelor Of Arts Requirements:**

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

As per the previous page, this is a GS+GH integrative Gen Ed course. The course fulfills the BA in HUMANITIES requirements by asking students to demonstrate competence in the methods of inquiry philosophers use to create, study and critique ethical systems, and in how the contributions of philosophers complement inquiry in psychology and sociology. The course fulfills the BA in SOCIAL SCIENCES requirements by asking students to demonstrate competence in the methods of inquiry psychologists and sociologists use to study morality, and in how the contributions of psychologists and sociologists complement inquiry in philosophy.

**Campuses That Have Offered ( ) Over The Past 4 Years**

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**UPLOADED DOCUMENTS FOLLOW:**

EXEMPLAR "SYLLABUS"  
SOC 120N KNOWING RIGHT FROM WRONG

Course Abbreviation and Number: SOC 120N (crosslisted as PHIL 120N and PSYCH 120N)

Inter-Domain Course: Humanities (GS) and Social Sciences (GS)

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: NONE

Course Attributes/Designations: GenEd, BA

General Education Learning Objectives: (1) CRITICAL AND ANALYTIC THINKING, (2) INTEGRATIVE THINKING, (3) SOCIAL RESPONSIBILITY AND ETHICAL REASONING

Course Description: "Knowing Right from Wrong" provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. What roles do nature and nurture play in the development of moral sensibilities? How do moral emotions and moral reasoning interact to produce moral behavior? What defines moral character and how does it influence what we do? Is it possible to derive what ought to be done from what is known about the world? How do we respond when moral demands compete with another? How do our moral convictions color our perceptions of world events? Can individuals and groups with differing moral commitments communicate with one another and live together peacefully? The course integrates perspectives from philosophy, psychology, and sociology, and prepares students to think about (and act in) a world in which morality (and its linked concepts, such as judgment of others) plays an increasingly important social and political role. The course treats morality as both an aspirational concept and as an actual social practice, and focuses on three major themes: (1) the origins and development of moral reasoning and ethical systems, (2) the influence of moral emotions and moral intuitions on moral reasoning and behavior, and (3) the influence of social and contextual factors on moral behavior and expression. Integrating the philosopher's interest in ethics, with the psychologist's interest in the mind and body, and the sociologist's interest in groups, the course provides a comprehensive introduction to morality in contemporary society, and the ways in which it shapes the lives of people in everyday situations. Instruction includes class lectures, in-class exercises, and online discussions.

Course Learning Objectives: Students will develop the skills needed to (1) analyze moral phenomena from philosophical, psychological, and sociological perspectives; and (2) to think about (and act in) a world in which morality (and its linked concepts, including judgment of others) plays an increasingly important social and political role. Class work will include lectures, guided discussions, group work, writing exercises, and possibly student presentations. This participatory approach is intended to deepen students' appreciation of the assigned readings,

to help them understand and integrate philosophical, psychological, and sociological approaches to understanding morality, and to assist students in developing both their analytic and expressive abilities. Students will be evaluated through in-class discussions, analytical writing assignments, exams and quizzes. A possible grading break-down would be: written and oral discussion of reading, 10%; quizzes, 10%; written work, 30%; exams, 50%.

Major Topics:

Interdisciplinary course overview (1 week)

Nature versus nurture and the “is/ought” distinction (2 weeks)

Moral reasoning, emotions, and intuitions (2 weeks)

Moral character and virtue signaling (2 weeks)

Moral and immoral behaviors (2 weeks)

Moral order and the functions of morality for society (2 weeks)

Moral trade-offs, moral disagreements, and moral conflict (2 weeks)

Moral transformation (2 weeks)