Citizenship and Social Values
The Heritage, Mission, Vision, and Values Curriculum

Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

<table>
<thead>
<tr>
<th>Course title: Introduction to Christian Ethics</th>
<th>Department and Course Number: Religion 30303</th>
<th>Instructor: Jack Hill</th>
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Please indicate below which Learning Outcomes* and Student Action Steps** best represent the focus of your course, keeping in mind that your course only needs to meet one of the Learning Outcomes to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course.

**Competency:**
TCU graduates will demonstrate an understanding of individual rights and responsibilities and an ability to assess critically the intentions and consequences of personal, professional or societal actions.

<table>
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<tr>
<th>Learning Outcomes: Indicate one or more as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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<td>Students will demonstrate a capacity for informed participation in civic discourse and decision-making. [ ]</td>
<td>Students will examine civic issues as public policy choices. [ ] Students will examine and articulate the rights and responsibilities of individuals and groups in various political/social contexts. [ ] Other:</td>
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<td>Students will demonstrate an understanding of theories and practices of leadership. [ ]</td>
<td>Students will develop an understanding of the different forms and contexts of leader-follower relations. [ ] Students will develop and apply criteria for the evaluation of leaders in varying contexts. [ ] Other:</td>
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<tr>
<td>Students will demonstrate an understanding of one or more traditions of normative inquiry and an ability to assess the ethical dimensions of individual, professional or civic life. [ x ]</td>
<td>Students will examine and apply theories of ethical decision-making to competing normative claims in public and/or private contexts. [ x ] Students will examine and compare the implications that follow from the adoption of differing normative/ethical systems. [ x ] Other:</td>
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*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.
• Please provide 2 or 3 examples below that explain how students will, through the use of Student Action Steps, achieve the HMVV Learning Outcomes in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

• Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the Learning Outcomes and the use of Student Action Steps that correlate with HMVV requirements.

• Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

1) Students achieve the Learning Objective of demonstrating an understanding of at least two traditions of inquiry and an ability to assess the ethical dimensions of civic life by examining and applying theories of ethical decision-making to competing normative claims in public contexts BY writing a 10-12 page social problems paper which is an ethical analysis of a contemporary social issue. The 3rd paragraph of the GRADING AND COURSE EXPECTATIONS section of the syllabus states:

“The social problems paper (weighted 40% of your total grade) will be an ethical analysis of a contemporary social issue…It will provide an opportunity to demonstrate your familiarity with classic approaches to doing Christian ethics…”

In the paper, students must utilize at least two of the following four normative traditions of ethical inquiry introduced during weeks 6-9 of the course (neo-orthodox, Wesleyan, relationalist, or liberationist traditions) in an ethical analysis of the pro and con sides of a case study of a controversial social issue. That is, they are required to both (a) outline the main points of view that are assumed by folks who disagree about a social problem and (b) discuss how two of the classical normative traditions of ethical inquiry would tend to address that issue.

2) Students also achieve the above learning outcome by examining and comparing the implications that follow from the adoption of differing ethical systems by critically analyzing a case study of ethical decision-making in the second exam. The 2nd paragraph of the GRADING AND COURSE EXPECTATIONS section on syllabus states:

“The second exam (weighted 30% of your total grade) will also involve doing a critical analysis of ethical decision-making by drawing on the approaches of theological ethicists covered in the course.”

In the exam, students must analyze how ethicists representing two different traditions of Christian Ethics would be predisposed to make certain types of moral decisions AND compare and contrast the strengths and weaknesses of these traditions with reference to the case study. Sample test questions from examination #2 include:

2. [25 points—4 paragraphs] On the basis of how H. Richard Niebuhr or Gustavo Gutierrez conceives of the base points of ethical reflection, how would he tend to respond to this invitation (re: whether or not to participate in a plot to assassinate a leader)?

3. [25 points—4 paragraphs] Discuss which one of the two views you discussed above {in questions 1. & 2. on the actual exam sheet} is the best one and why do you think so (i.e., compare and contrast the strengths and weaknesses of each perspective and decide which perspective seems preferable in this case).